THE JOURNAL OF EDUCATION

Volume 123 SEPTEMBER, 1940 Number 6

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The Editors Say . .

We greet you this Fall with a September issue. We hope you will like the new publication schedule—September to May, instead of October to June as formerly.

▼

It is our ambition to broaden the influence of the JOURNAL in these coming months, and if you would like to help us do this, here's a hint or two. For one thing—tell us what you want in the magazine—topics you would like to see treated, viewpoints you think should be expressed, people whose experiments or achievements should be noted. Editors are tempted to print what they think you want or ought to have, instead of what you truly want and need. Anyway, send along your ideas and see if we have sense enough to use them.

▼

Again, and regardless of what you do or don't do on the previous point, we invite you to send us the names and addresses of a few of your friends, enemies, colleagues, associates, higher-ups or lower-downs in professional service, who might be interested to receive a specimen copy of our magazine. We shall appreciate your saying a good word for THE JOURNAL OF EDUCATION whenever you have opportunity to do so.

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Highways (656 pp. $1.84), *Heritage* (696 pp. $1.92), *The American Scene* (784 pp. $2.08), and *The English Scene* (784 pp. $2.16)—are ready for schools this fall. The first two books—*Doorways* and *Trails*—will appear later.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

VOLUME 123 BOSTON, SEPTEMBER, 1940 NUMBER 6

EDITORIALS:

World at Lessons

Blitz-Madness

Jove's thunderbolts have fallen into the hands of mortals.

The summer months of 1940 will go down among the most tragic in human history. Independent nations like Norway, Denmark, Holland, Belgium and France have been reduced to vassalage. England has become the name of a battle. The British Empire a scene of backyard conflict. While Germany and Italy thus assail the plucky Britons, Soviet Russia devours adjacent small countries and Japan cloaks its further aggressions under the false disguise of a Monroe doctrine for Asia.

Doubtless in the long view the present epoch will be rated the most unreasoning since man came upon this planet. With everything to satisfy all the legitimate wants of every one finally within man's easy reach, he has run amuck with lightning.

Exclude—or Educate?

Naturally a chorus of disapproval has greeted the decree of the University of Michigan that certain students be denied readmission because they are not "democratically minded"; for, as President Ruthveen puts it, the university "welcomes only those students who are convinced that democracy is the ideal form of government for a civilized people." Suppose we examine the problem. Here is a great university, a state-supported institution, which found itself harboring a certain number of young radicals, some of them possibly bolstered in their zeal for anti-democratic theories by secret trickles of revenue from alien sources. From an administrative standpoint, only a few rotten apples are required to spread decay—in this case disloyalty. "Why, then," thought the university head, "waste the state's educational facilities upon students hostile to the state and eager for its downfall?"

On the other hand, the academic freedom we so cherish in a democracy implies freedom not only for teachers but for students, to speak as they think on public issues. Moreover, the existence of radicalism in students is no new thing. Maturity will remove most of it in due course. Some one has said that a man who is not radical at twenty has something wrong with his heart, while a man who is not conservative at forty has something wrong with his head. Anti-democratic undergraduates at Michigan or any other institution of learning are a challenge to education. To refuse them instruction is to admit the task too difficult.

Registering Our Aliens

Aliens residing in the United States are believed to number about 3,600,000—and for the first time our Federal government demands that they register their names, addresses, occupations and certain other facts about themselves. It merely means that Uncle Sam has decided to keep a little closer track of these persons still subjects of foreign governments, with an eye to determining which of them behave discreetly—as the great majority of them do—and which of them do not.

Since a principal purpose of the alien registration is to ascertain how many and what aliens belong to Nazi bunds, Fascist organizations and Soviet-sponsored groups, it is unfortunate that the question put to the aliens on this point is so worded that even a native-born American might not easily catch its import at first reading. The question is whether the alien in the last five years has "been affiliated with or active in organizations devoted in whole or in part to influencing or furthering the political activities, public relations or public policy of a foreign government."

It sounds as if some professor wrote it and then—as too often happens—forgot to translate it into plain English.

Married Women's Dismissal

Women teachers of Somerville, Massachusetts, who were dismissed from the public schools of that city because they are married to husbands capable of supporting them, appealed to the courts, and the Supreme Court of the State has just issued its edict. The tribunal finds that the school committee was within its rights in removing the teachers; that the committee did not act irrationally or arbitrarily; that this matter of school policy was within the discretion of the school authorities.

The question is—whether it is sound or unsound policy. Viewed economically, the policy still lacks confirmation. For while it may result in the employment of some unmarried teachers otherwise without jobs, it is likely also to result in the loss of some excellent teachers from the schools and the substitution of some rather poor ones—especially if the city is one in which teaching vacancies go to local candidates only. And poor teachers are always an extravagance.

The best policy with regard to employment is to obtain the best teachers to be had and stick to quality as the chief, if not the only, criterion.

Dismissals for any cause other than unfitness create a sense of insecurity throughout the system that hurts the morale immeasurably.

Education and Radicalism

The chief cause of radicalism is not unemployment but an excess of schooling, according to Dr. Goodwin Watson of Columbia University, whose conclusions are based on a study of thousands of America's employed and unemployed. He reports that those who carried on into graduate study include ten times as large a percentage of radicals as those who have barely finished the eighth grade.

The public at large is going to wag its head a bit over the startling statement that prolonged schooling produces radicals. The same public is going to ask if our institutions of learning are not harboring too many teachers with wild ideas. A few may even question whether the cloistered air of schools and colleges can ever be free from impractical theorizings or conducive to clear and balanced thinking.

Was it not St. Paul of whom a listener said, "Too much learning doth make thee mad." A certain amount of "madness" about economic, social and political conditions is excusable today, as always. And if learning leads to this, but not too much of it, we need not worry greatly.

Teachers College Manifesto

The professors of Teachers College, Columbia University, are as free thinking a group of intellectuals as you will find anywhere in the world. The faculty includes conservatives, liberals and radicals. Nevertheless it has found itself in complete accord on a conception of American democracy that rings true to the last of its sixty point credo.

The Teachers College manifesto is contained in a dozen pages of a recently released pamphlet entitled "Democracy and Education in the Current Crisis", single copies of which may be obtained without cost from Bureau of Publications, 525 West 120th Street, New York City.

A thoughtful perusal of this faculty statement should convince the most apathetic American that we have something here, partly attained and still in the making, that is worth living for and even dying for, if need be.

More Than a Thousand New Texts

How actively American publishers vie with one another to produce up-to-date textbooks in every conceivable field of study, is evidenced by the results of a survey recently conducted by THE JOURNAL OF EDUCATION. Upwards of fifty publishing houses were asked how many new textbook titles they had published or would publish during 1940 in each of the following fields: elementary, secondary, education or administration, and university or college (aside from pedagogy). Replies which can be tabulated were received from 38 publishers, showing an aggregate output of 1081 brand new text titles for the current year—and it is a safe guess that at least 400 more are not yet reported.

The 1081 new titles are made up of 295 elementary, 373 secondary, 47 in education or administration, and 366 for university or college classes.

In most cases a publisher who is strong in the lower grades has little to offer the colleges and vice versa. However, it is noteworthy that three of the publishers included in the summary are issuing fifteen or more texts apiece in the elementary, the secondary and also the college field. Of publishers producing fifteen or more new titles for elementary grades there are nine; for high school grades (7 to 12) there are eight; and for college use there are eleven. With respect to professional books in teaching and administration, a single company is putting out ten of the 47.

If, as is undoubtedly the case, school children in many communities are going without the number and quality of modern instructional tools they require to prepare them for life, it is certainly not because of any laxity on the part of educational book houses, for they are laboring incessantly, with intelligence and forethought and with the co-operation of hundreds of able scholars and writers, to meet every classroom need, this year and every year.

School authorities, by maintaining a steady rather than a fluctuating or fickle demand for books—and by wise discrimination in choosing only the best—will keep publishing enterprise and rivalry moving at a healthy pace.

Gift with a String

The school heads of a certain Massachusetts community generously voted to grant free tuition to refugee children; then, with singular lack of imagination, voted that all such guests be required to join in the customary flag salute!

Adolescent English

CARROLL D. CHAMPLIN
Professor of Education
Pennsylvania State College

It is an injustice to say that adolescents are able to use "nothing but slang."

TAKING the long view of progress civilization is in its adolescent stage. We have come a long way from universal savagery; and we have a long distance still to go in order to perfect our cultural and social institutions. The current symptoms of our collective behavior are definitely suggestive of the adolescent traits about which we study in our psychology. It can easily be claimed, furthermore, that our own country is one of the most adolescent of all the larger nations. We reveal to the world at large numerous evidences of growing pains, and we seem to be in the very throes of the strain and stress of political and moral self-consciousness. This is one of the reasons why our country is a desirable residence at the present time. Adolescent nations, like individuals, can be expected to do some very interesting things.

▼

A democratic social order seems to provide an appropriate atmosphere for the exercise of adolescent traits. Group freedom in theory makes for individual freedom in practice, which, in turn, produces a greater and more fully recognized philosophy of freedom. The pendulum of discipline has swung from the extreme right of authoritarian control to the left of self-expression and spontaneous activity. The movement at the present moment is back toward the middle where a normal relationship can be established; and it is under these rational conditions that a desirable form of speech can be worked out for our youth—and by the very ones for whom it is intended. From one point of view the ability of our current crop of college students in the use of English is inferior to the standard of a generation ago. Rules and arbitrary models are not so influential as formerly; for the present generation of thought-proud adolescents will not allow itself to be forced into the unsatisfying forms of imitation and emulation that were once so prevalent. Excellent writing and original oral expression are discernible on the sophomore and junior level in college, the outcome of a wholesome emphasis on self-reliance and ingenuity on the secondary grade level.

There are three clearly defined kinds of English—academic, vocational and recreational; and this last form of communication represents the location where the greatest creative possibilities are to be found. The naive terms and phrases of our high school youth are enough to capture the attention of any casual observer. Vocational English is important, but it seems to be able to take care of its own needs fairly well, since we learn to do by doing. There is another classification of the English we employ—childhood expressions, adult formalities and adolescent peculiarities. These last are fascinating to examine, and every high school teacher should keep a collection of ingenious words and remarks arising in and out of the classroom. With each new school year there is a fresh assortment of sayings and formulations that capture our attention, depending on the latest craze and sensation—and sometimes more seriously on the last dramatic event of local or world significance.

Adolescent English is of three varieties—that used in school and on other formal occasions, that used at home in the bosom of the family and that circulated on the playground and the athletic field. Still another division reveals itself—formal, informal and SLANG. The matured generation does an injustice in accusing our great army of adolescents of being able to use nothing but slang. We are all familiar enough with the schools to know that our youth have received an excellent foundation of grammatical and rhetorical principles and that they are able to express themselves quite correctly whenever it is necessary or desirable so to do. There are certain disadvantages to which our young people are exposed today. The multitude of forms and the infinite variety of ways of expressing our reactions to a complicated social structure make it easy for us to run into difficulties of diction and taste; and the very popularity of brevity in some circles and professions adds to the occasional embarrassment which intellectual intercourse involves. Also today motor activities are replacing the lumbering English vehicles of traditional communication; and there is an increasing vogue of taciturnity and laconic utterance.

There are, however, numerous advantages during the period of adolescence. This is the time when speech habits are settling down to their permanent patterns, making it a strategic moment in one's growth in general. This is a period of heightening flexibility due to the widening range of interests and experiences. Also and preeminently it is a season of acute consciousness of the growing need for a more efficient tool of conversa-

tion and discussion. The teachers who serve in grades 9 to 12 have a serious responsibility in shaping the speech forms of those who are soon to be doing the work of the world. There is no place for affectation or hypocrisy in the American high school. We need to earn for ourselves a better reputation for refinement than we have so far enjoyed. We should impress upon our students the indisputable fact that English is one of the world's most important languages and that in several portions of the British Empire it is emblematic of a very distinguished culture. English has won for itself the deserved distinction of being a superior channel for the transmission of ideas, and it appeals to red-blooded youth today as anything but a "sissy" subject of study. The contagion of living as delineated in literature is a factor of no inconsiderable force in the molding of character among the members of the oncoming generation; and the example of the teacher in every word as well as deed is an element of immeasurable value in the development of individuality.

The forum type of classroom discussion brings out the best adolescent effort in the use of English. It is an excellent agent for easy, natural expression under circumstances that involve both moderate restraint and fruitful motivation. The maximum of participation is evoked, and the highest inducement for thoroughly thought-out statements is introduced. Of all forms of conference and discussion the forum program seems to lend itself most readily to a desirable form of practice in the utilization of subject matter and in the exercise of the proper rules of oral procedure. Any sincere attempt to secure large-scale classroom participation is invariably accompanied by spirited and successful discussion. Thus indirectly and effectively the otherwise self-conscious and embarrassed adolescent will be encouraged to let himself go freely, enthusiastically and expressively with the best possible reconstruction of his cherished book-knowledge and his personal experiences in a variety of community contacts.

An idealistic parent and a realistic teacher can both be well repaid for their conscientious efforts put forth to cultivate familiarity, appreciation and facility in the use of the materials of English by the adolescents over whom they have friendly oversight. There is no nobler labor in the entire field of education than to witness the emergence of culture in the teenage youngsters who are entrusted to us.

Is Industrial Training Education?

ELLIS C. MAXCY
Southern New England Telephone Company
New Haven, Connecticut

IN THE last ten years we have seen a renewed movement of educational processes into industrial and business organizations. Industrial training is not new—it has been present for at least twenty-five years in the more progressive industries. But this later movement is more impressive in terms of the number of industries affected and in terms of the apparent quality of the educational impact. Because this movement is in some sense an excursion into seas that are relatively uncharted educationally, the efforts of industrial training departments are not going to be readily accepted as having full educational merit. As training programs in industry become more substantial it is evident that they must be appraised critically and impartially upon educational bases.

We have been taught to think of all education in terms of the aims and objectives sought and developed by our public and private schools. Generally, education has been considered to be bound up in such conventional characteristics as curricula, credits, diplomas, etc.—all of which are viewed as integral functions of a school system and which operate upon a campus. With the long development and study of education in its accepted formal school setting a large and important literature has developed. Philosophy, psychology, administration, course construction and many other areas of education have been explored in considerable detail and with professional skill. Divergent schools of thought have arisen in all of these areas. The result has tended to produce within the educational field wide recognition of the science of education—even though many varieties of educational belief exist.

Almost all of this education has been concerned with the development of the younger elements of our population—roughly of the ages five to twenty-two years. The literature, generally, has been assumed to apply to this age range and to none other.

In 1926 the formation of the American Association for Adult Education brought together many of the elements of a rapidly growing movement for the education of those of our population beyond or outside the coverage of our private and public school systems. With the momentum of this union of purpose and the use of virile stimuli inherent in these groups adult education has rapidly assumed a

position of permanence and greater respect. But the educational ventures embraced in the adult education movement are many and diverse. Some have not been far removed by form or objective from those of formal education. Others have arisen from unsuspected sources and displayed characteristics of setting and form which have thus far kept them from receiving recognition from the main body of education. Some sort of consolidation of educational thought is important, for all education grows by new experiences in the direction and transmission of learning. Many adult education programs and industrial training specifically could profit markedly from consolidation in thinking.

▼

As has been pointed out, educational programs for the development of persons in industry have had a long development but one which has speeded up and assumed new and better organized form during the last decade. Is this offspring of the educational process entitled to be considered as education and thus be assumed to have some of its rights and privileges?

The characteristics of industrial education as they have thus far manifested themselves are more certainly those of adult education than those of our school systems. These characteristics do not concern themselves particularly with curricula, credits and diplomas, although those are sometimes present. Instead, the characteristics most usually apparent are those of informality, the relative brief length of the study unit and the dominant presence of immediancy of objective. Both school education and adult education represent significant effort toward the accomplishment of the goal of lifelong learning. Moreover, it seems that the presence or absence of the characteristics to which reference has been made does not determine the presence or absence of educational merit in any program—specifically in industrial education. The important considerations by which industrial education must be evaluated seem to be the following:

(1) What are the aims or purposes? Is there a true regard for the development of the individual as well as the accomplishment of the objectives of the industry? In general the objectives of industrial training have been thought of as being short-term in character. A prime objective is considered to be that of training an individual employee to do a specific job in the shortest possible time. But what of the long-term goals for individual development? If the training program has sequential steps by which the employee may be taught, and there is evidence that this practice is growing, long-term purposes are then evident. In this industrial practice there is a plan involved similar in broad purpose to the school curriculum. If training is viewed and administered in the light of such continuity, it then provides a vehicle for continuous individual development in which a prominent objective is the maximum development of the individual employee consistent with individual ability and work opportunity.

▼

(2) Is the training done in terms of an understanding of the demonstrated elements of the psychology of learning? Out of the conflict between the old school of disciplinary learning and the methods of learning supported by the Progressive Education movement has come a better understanding of the learning process. In addition, the contributions of Thorndike and others in the field of adult education have widened the understanding of adult learning characteristics. There now has been enough experience with the principles and tendencies in adult learning to provide a body of knowledge which is valuable to all adult learning situations. Industrial training is not an exception. In industry generally instructors have been drawn from operatives and supervisors because such selection tends to assure knowledge and experience valuable to the particular teaching situation. However, it has been found that such selection does not always provide good teaching and without good teaching effective learning is not best promoted. Our elementary and secondary schools have demonstrated the usefulness of teachers whose equipment includes a knowledge of how persons learn. Such knowledge must be part of the equipment of instructors in industrial settings.

▼

(3) Is vocational guidance and personal counselling a part of the program? Guidance on the job, as in school, involves reconciling the desires and objectives with the special experience or knowledge to attain them. A large factor in the security and happiness of adults is success in their jobs. The interest and abilities of the individual adult play a large part not only in achieving a reasonable degree of accomplishment but in producing this security and happiness. A training program can hardly fail to stimulate the vocational thinking of employees. Consideration for the development of individuals dictates that vocational guidance must play a part in industrial training.

▼

(4) Is the training an ongoing process which continues on the job after the instructional unit is over? In most learning situations, in school or on the job, the application of the fruits of learning is not made immediately but over a period of time. It is not to be expected that satisfactory training results can be obtained unless training continues on the job after the formal instruction is concluded. It is obvious that the meanings of materials learned become more definite on the job and must be discussed there. Such an objective requires a sympathy for and an understanding of the processes of learning by which supervisors must direct and foster the final fruition of training—in its applications on the job.

In this comparison of bases of

evaluation the distinctions, in terms of principles, between the industrial training of adults and school education seem to stand out less than their similarities. The type of institution, the teaching techniques and the nature of materials taught may differ widely in educational experiences but it seems that to the degree that industrial training meets the issues just discussed, it must be conceded to be good education and entitled to be admitted as a new but growing member of the fraternity of education.

Curriculum Far From Final

FRANK B. MILLER
State Teachers College
Morehead, Kentucky

Our elementary course of study continues to be inadequate - and must never be pegged.

IN RECENT years we have been examining our educational agencies more closely and have found them to be lacking somewhat in desired results. This has led to a widespread dissatisfaction and the consequent ferment in which we now find education.

Quite frequently the writer has heard the question raised: "When, if ever, is this curriculum going to become fixed?" Or, "Isn't it possible to have the curriculum become established, so that teachers might have a type of blue-print to guide them?"

When anyone posits questions of this type, it is apparent that he lacks understanding of the American democratic way of life. Democracy, in its essence, is a social way of life, a "social organization that aims to promote cooperation among individuals and among groups on the basis of a mutual recognition of interests."

If democracy means a way of life in which people participate in the management of their own affairs—social, economic, and political—and in which the common welfare is kept above the selfish interests of special groups, education must accept the challenge and provide a program that will meet the situation. It may be that the problems of democracy can only be solved by making democracy more effective, by attaching new importance to the school and to the educative process.

Is everything subject to change? Or, are there some things that must not be touched? When you answer these questions, you are formulating a philosophy of life.

▼

Many defects of the curriculum for elementary schools are noticeable due to three prominent reasons:

a. Changes in our economic, social and industrial life.

b. Advances in educational science and psychology.

c. Increases in school attendance and pupil heterogeneity.

One main criticism may be expressed by saying that "teachers are the merchants of dead yesterdays." There is too much of professional contentment.

Our curriculum, the textbooks, and teaching should be in harmony with our best educational theory.

▼

A. Tradition has given prestige to certain material in the course, out of all proportion to its present-day life value.

1. The values in our curriculum are not life values but rather "examination values."

2. We are covering too many unimportant and unpractical topics.

3. We are hopelessly expending energies upon nonessentials.

4. Our traditional curriculum has been aimless: it does not function in the lives of pupils.

5. It is lifeless: mere form subjects predominate.

6. It is disconnected: fourteen school subjects are treated as unrelated, except when arbitrarily and superficially correlated as schoolroom arts.

7. It is congested: the crowded situation is due to the treatment of empty details.

8. It is untimely: the traditional curriculum is not apace with the vital issues of today.

▼

B. The curriculum shows a lack of study of children and their normal activities.

1. Subject matter is not selected because of its inherent significance to pupils.

2. Subject matter is often too difficult for the learner, which naturally brings annoyance.

3. Subjects are not always selected, graded, and used with the pupil of today, rather than the adult of tomorrow, in mind.

4. Individual growth and clear thinking are hampered in our present system.

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C. Textbook materials are not always organized in accordance with the laws of learning.

1. Too much learning is in its textbook setting.

2. Due to the curriculum, teaching tends to prepare for testing.

3. Our conditions in the elementary school are usually not normal. 4. To schools the actual world is an alien thing.

5. There is needless multiplication of the subjects taught.

What are we going to do about it?

N.E.A.'s Milwaukee Meeting

By BELMONT FARLEY

NEVER have educators exhibited more clearly a consciousness of the bearing of their profession upon public welfare than they showed at the 78th Annual Convention of the National Education Association held in Milwaukee, Wisconsin, June 30 - July 4, 1940.

Recognizing the maintenance of democratic ideals as a fundamental obligation of the schools in a world where self-government is being rapidly crushed under the heel of dictatorship, the delegates devoted much attention to procedures in defense of democracy.

"We must focus the Association's work upon the development of the vital relationship between education and life," said Executive-Secretary Willard E. Givens in his annual report. "It becomes increasingly clear here in the United States that the crisis throughout the world today goes to the very roots of our system of values and that it involves those personal rights, political liabilities, and representative institutions which we associate with the ideal of democracy . . . In such times and under such circumstances the National Education Association has a peculiar significance because in its spirit and organization it is democratic in character and in purpose."

National Commander of the American Legion, Raymond J. Kelly brought to the convention a stirring appeal for recognition of the school's part in national defense.

Commander Kelly spoke to life members of the National Education Association at their annual dinner.

"Each American boy and girl as he approaches adulthood and citizenship must be honestly convinced that our form of government and what it represents most nearly approximates the ideal in providing the means for individual human happiness and well-being," said the Commander, as he suggested ways in which the schools may strengthen citizenship training and inculcate deep and abiding loyalties to American aims.

Emphasis at the convention was placed upon improved Pan-American relationships as a means of keeping Old World ideologies from penetrating the Western Hemisphere. Henry S. Sterling, University of Wisconsin, in an address on *Latin America and the War*, described the disadvantages of the United States in its competition with European countries for the trade of South America.

Ben M. Cherrington, director, Division of Cultural Relations, United States Department of State, was another speaker on Pan-American Relations. He described the move toward economic cooperation represented by an inter-American finance and economic advisory committee and the provision made for an inter-American bank.

From home defense and improved relationships with nearer neighbors, the convention shifted its attention to affairs abroad. Radio Commentator H. V. Kaltenborn described the decline of self-government in Europe and called upon *All* Americans to be ready for any sacrifice necessary to protect the New World from invasion by the totalitarian systems now rampart in the Old.

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The convention opened with the usual Sunday afternoon vesper service with Daniel L. Marsh, president of Boston University as speaker. President Marsh presented as documentary sources of American purposes and ideals the following: the Mayflower Compact, the Declaration of Independence, the Constitution of the United States, George Washington's Farewell Address, the Star Spangled Banner, Lincoln's Second Inaugural and Woodrow Wilson's "Road Away from Revolution." In these seven writings the president of the Boston institution finds the canons of Americanism.

Another university president, Clarence A. Dykstra, Wisconsin, made an outstanding speech of the convention. Speaking on the critical problems facing our nation he enumerated four:

(1) The possibility of having to revise the theory that without money no economic system can work. "We have recently discovered all over again that there is such a thing as barter—even international barter, and that an economic system can run if only there are men and materials." President Dykstra's comments on this subject gave scant comfort to those who look to the Fort Knox gold cellar as a fortress of American economic security. Putting the nation's unemployed to work he considers our most important economic problem.

(2) The necessity of facing social movements of world wide scope. These he gave credit for capturing the imagination of followers to a point where they are ready to die for a dogma. Democracy must capture the imagination, too, but its hope is action in getting things done. It is no longer enough to say, "Oh, yes, the democratic device is slow, is inefficient, is bungling, *but* we like it and we muddle through." It must compete today with instruments which prepare with precision and perform with perfection.

(3) The selection of capable leaders whom the people can trust. "We are plagued by problems of availability, of doubtful states, of the solid south, of 'being too well-known,' of having made enemies

by having convictions, of sectional jealousies and many others. We must find a democratic process which more nearly assures us of getting what we need when we want it . . . We are sorely in need of invention on our social and political fronts . . . If democracy cannot invent, cannot ride out a storm, then some other philosophy or way of life will crowd it aside."

(4) Understanding and making generally known the ethical content of democracy just as thoroughly as the dictator makes his ethic of the state a general conception. "In a vital sense American problems today all lie in the field of education. We approach significant economic, social and political questions with much of our citizenship illiterate in these fields. Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort."

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To educate citizens, young and old, to achieve such aims as those set forth by the Wisconsin University president, and others aims of more specific nature, United States Commissioner of Education John W. Studebaker suggested:

(1) That the school system cease to be merely for children and young people. It must be organized for adults as well.

(2) That school units be consolidated to a point where specialized training of varied character can be made available economically.

(3) That some practical means be found to enable students to pursue specialized education in schools located away from their homes.

(4) That educational systems provide for both study and work in proper correlation.

(5) That educators direct their attention to making America ready for a fruitful use of leisure.

The five-day program arranged by President Amy H. Hinrichs did not, however, devote its entire attention to the general social and economic problems of the present restless world. Several hundred speakers of departments and affiliated organizations discussed methods of instruction, administration, supervision, curriculum and the rich content of modern education. The welfare of teachers, school public relations, classroom use of war news, radio education, garden education, music, art and the educative use of human and natural resources are topics which illustrate the range of various general assemblies and sixty-odd sectional meetings.

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Howard Hanson, director of Eastman School of Music, University of Rochester, frequent speaker on NEA convention programs, answered his own question, "Are we a musical nation?" with an unqualified "Yes." The affirmative was applied to performance and to creation, and special tribute was paid to the American high school for high attainment in symphonic playing.

"The development in choral music is a chapter hardly less thrilling," said director Hanson. "We have become known in recent years as essentially an instrumentally-minded people, and yet the development of a cappella choirs in the high schools of this country has set a new record in choral achievement, a record which, as in the instrumental field, far surpasses the achievements of their elders."

A convention innovation was three national seminars. Membership in the seminars was restricted to selected state representatives. Each group met in three-day session. The following topics were the subjects of discussion: Protection of School Funds for Educational Purposes; Education and Economic Well-Being in Our Democracy; and Building Stronger Professional Organizations.

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Protection of School Funds for Educational Purposes—Forty-three state and territorial representatives were present. Ben G. Graham, superintendent of schools, Pittsburgh, was chairman. The discussion revealed three basic issues in saving school funds for schools: (1) informing the public about the schools; (2) protecting existing school revenues; (3) extending support through federal aid.

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Education and Economic Well-Being in Our Democracy—The seminar was headed by Frederick M. Hunter, chancellor of the Oregon State System of Higher Education, Eugene, Oregon. The seminar called astonishing the fact that no serious attempt has until recently been made to appraise the economic values of education, and discussed the effects of education on economic literacy, concluding that citizens of more intelligent acquaintance with broad economic issues, conditions, and procedures have increased comprehension of the economic problems with which they are confronted, and consequently have greater ability to solve those problems.

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Stronger Professional Organizations—Forty-three states were represented in the national seminar on the building of stronger professional organizations. Willie Lawson, executive secretary, Arkansas Education Association, Little Rock, was chairman. The group focused its attention upon three topics: (1) professional attitudes as the foundation of professional organization; (2) the purpose and extent of organization within the profession; (3) the relationships of local, state, and national professional organizations.

The seminar concluded that the professional attitudes of teachers should be developed during the period of preparation for the profession in teacher training institutions cooperating with professional associations. It was recommended that short courses of study be developed in the philosophy and technics underlying professional organization, and that publications of professional organizations be included as a part of these courses. The seminar stressed the fact that increased attention must be paid to the selection of those who enter the ranks of teachers, before the

status of the profession can be much improved.

The seminar expressed the view that professional organizations too often overemphasize purposes identified directly with the welfare of teachers.

Integration of the efforts of state associations and national association, and of local associations and state association was urged. Democratic cooperative conferences were suggested as a means of increasing the understanding of mutual aims and problems and of originating programs of action.

Twenty-three committee reports were made to meetings of the Representative Assembly. These included statements on academic freedom, credit unions, cooperation with the American Legion, with the American Library Association, with the American Teachers Association and with the National Congress of Parents and Teachers.

Resolutions stimulated spirited discussion, especially on the subjects of the present emergency and the employment of local teachers.

Among fundamental considerations which the Association felt should guide the profession in the present emergency are: (1) such preparedness as will make the United States fully able to defend itself . . . without injuring youth by interrupting normal and necessary educational services, and without the regimentation of youth practiced by totalitarian systems; (2) the danger of subversive propaganda which threatens to undermine democratic ideals; (3) the need for protecting the civil liberties; (4) the task of developing active, intelligent and profound loyalty to American ideals.

The resolution adopted by the Representative Assembly on employment of local teachers "deplore the pressure during times of national depressions to force school boards to use only local teachers."

Convention management was greatly facilitated by the arrangement of the Milwaukee Auditorium and the excellent services of its employees. Convention exhibits, displayed in the roomy exhibition hall of the Auditorium, were attractively arranged and well attended.

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The Board of Directors of the NEA expressed preference for Boston as the 1941 meeting place. Donald DuShane, Superintendent of Schools, Columbus, Indiana, was elected President.

Opportunity

A Prize-Winning Story

MARY A. TAYLOR
Waltham, Massachusetts

"WHAT'RE you going to wear to-morrow, Anne Marie?" The girl in the white fan skirt and the flaming red sweater turned from the chattering group and called over her shoulder. Instantly the school-room was quiet with suspense. Would Anne Marie answer?

Anne Marie sat alone in her corner, hungrily watching the antics of the jolly boys and girls and the flitterings of the blue-eyed new teacher. At the question she started, flushed, choked, and finally stammered, "I don't know." New Teacher gave her one sharp, worried glance and sighed. The pupils sighed, too, or groaned audibly. So she could not answer even that.

The chattering began again, and once more, in that noisy, happy school-room, Anne Marie was alone, quite alone, as she had been every recess for a long time. Worst of all, she knew why she was alone and she couldn't help it. She couldn't answer questions, not even the simplest ones. It wasn't that she didn't know the answers, but, when everybody looked at her, something rose up and choked her and she blushed and stammered, "I don't know." It had been easier when Miss Nichols was the teacher for she would wait patiently until Anne Marie's shining eyes proclaimed that the answer was ready; then she would say understandingly, "Please tell us, Anne Marie." Usually Anne Marie could answer then.

New Teacher was different. She was so young and sweet and fluffy and pretty that the homely little girl was frightened. New Teacher would say, in that quick, shining voice. "Who was the first president, Anne Marie?" as if she wondered if Anne Marie knew, and always the little girl blushed and stammered, "I don't know."

Anne Marie took out her geography and hid behind it while the tears wobbled down the side of her nose. Of course, she knew what dress she was going to wear tomorrow. Why couldn't she say so. She would. She had promised Miss Nichols to answer at every little opportunity because one of them might turn out to be Opportunity Itself. Out came her handkerchief; the tears were wiped away, and a stern, determined girl walked stiffly down the aisle and put her hand on the shoulder of the girl in the white fan skirt and said loudly, and evenly, "Tomorrow, I am going to wear my—"

Bzzzzz. Recess was over. The children, with one surprised glance at the heroine, broke away and ran to their seats. Opportun-

ity had fled. Anne Marie crept back to her place, crushed and ashamed. Once more she retired behind the geography.

It was ten minutes of three. All afternoon New Teacher had been asking questions but she had skipped the child who never knew. It was unjust; it was poor pedagogy; she must encourage her by asking a very simple question. "Anne Marie," she asked sweetly, "What time is it?" The girl rose, her eyes on the big dial. Here was an opportunity which must be seized. "It is ten—" she began. Then her eyes wavered. She caught a glimpse of pretty New Teacher looking doubtful. She blushed, stammered, "I don't know," and sat down sobbing. Opportunity, seized, had wriggled away.

At three o'clock, Anne Marie filed out with the other pupils and ran all the way home. New Teacher watched her gloomily from the window.

It was almost nine o'clock when Anne Marie reached school the next morning. She was wearing her new blue dress and her beautiful string of shell beads. Her straight brown hair was brushed even straighter than usual. Her eyes should have been shining with anticipation but instead they were dull and had red rims. That afternoon, Mother was going to take her to the hospital to see Miss Nichols, who was getting well now and could sit up in a big chair by the window. Anne Marie would have to tell her that all the opportunities had slipped by.

"Here she is, all dressed up for the contest. I hoped she would stay home. Now, she'll say 'I don't know', and—"

"Sssh!" A thoughtful girl put her finger to her lips. It was too late. The victim had heard. She cast a hasty glance at New Teacher, prettier than ever in a new dark silk dress. New Teacher looked away, but one could see that she was disappointed. Anne Marie wasn't wanted. But why? No one had acted that way before. She looked furtively at the active groups and suddenly she knew. It was the contest; and she could not help them win.

School began as on other days but nothing went as usual. The pupils were excited and inattentive. New Teacher was nervous, and said, "Yes", to wrong answers. Bright girls said, "I don't know", and Anne Marie was completely forgotten. She sat miserably in her corner, more timid than ever in the general confusion.

At last the door opened and the superintendent entered, followed by another tall, imposing-looking gentleman. There were the usual speeches to which the children listened, uncomprehending, one eye on the teacher to know when to smile. Then, a hush, a long suspense, and—Thomas dropped his pencil. Several giggles, quickly suppressed, a look of alarm from New Teacher, a condescending smile from the superintendent, and—suspense again. The tall man cleared his throat, adjusted his spectacles and began.

"Boys and girls, the contest on which we have been engaged for the past two months ends to-day. Room 7 and this room are tied for the prize. To-day you will give me a précis of the little story on the reverse side of the paper before you. You will read the story, then you will tell me all that is important in it with as few words as possible. Everyone will have a chance. Turn the papers. Begin.

Tense silence in Room 8; heavy breathing, the sniffing of a girl with an incipient cold-in-the-head, the soft pad of the superintendent as he moved about the room.

"Stop!" Forty papers turned as one. Albert is asked to tell the story. He describes John, Esther, and Allison, relates anecdotes from their home-life and is waxing eloquent over their relative differences when the tall man calls "Time". "It must be much shorter," he says.

Several other pupils try. The tale becomes much reduced, but still fills a long paragraph in print. New Teacher looks out of the window. The paragraph shrinks gradually to four sentences. New Teacher taps her toe nervously against the desk.

"Now, Room 7 reduced this story to twelve words," remarked the tall man encouragingly. There are four pupils left. It is Anne Marie's turn, and Anne Marie is thinking. If she has to tell Miss Nichols tonight that Room 8 didn't win the prize, how dreadful it will be! Miss Nichols will care so very much. Somebody must prick the diminishing bubble of that story and make it fade away to nothing.

SOMEBODY MUST.

"Next!"

Anne Marie r o s e, blushed, choked, then, turning resolutely away from pretty, doubting New Teacher, she gasped, "Many different kinds of children loved the homelike inn."

"Good! Nine words and everything there," congratulated the tall man heartily. He advanced to shake hands with the shrinking Anne Marie whose eyes had popped open just in time to see New Teacher's look of astonishment. Thomas dropped his pencil again as he gasped, "Gosh! Anne Marie won it." The superintendent began to clap; New Teacher clapped, too; and the children, seeing them, clapped as loudly as they could.

It was three o'clock. The pupils filed solemnly from the building then gathered round Anne Marie. "You have a very pretty dress," said the girl in the fan-skirt, admiringly.

"We're so glad you came," said the one who hadn't wanted her.

"I'll walk home with you," suggested the thoughtful one.

"Oh! I'm not going home. I'm going to the hospital to see Miss Nichols," and Anne Marie skipped away before anyone could ask to go with her for she must be alone when she told Miss Nichols how she had seized Opportunity and held it fast.

Dictionaries Don't Just Happen

EVERETT E. THOMPSON
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The lexicographer has many problems, some of which — by invitation — a member of the craft has depicted here.

IN OUR childhood days the visit of a cousin of our own age frequently meant a sudden need for an extra high chair at the dinner table. Few families possessed more than one; the universal method of solving the problem was to get out the unabridged dictionary whereby the small visitor was properly elevated and moreover Noah Webster's masterpiece put to a practical purpose. As the years have passed and the words in our language multiplied, dictionaries have physically grown much larger, and these heavier tomes of modern times are still useful in more than one way.

With dictionary publishers, however, regardless of all possible extraneous uses of their product, the problem of its size is a real one. Present-day processes of bookbinding can satisfy nearly all demands, but the convenience of the user must also be considered. The English language has not ceased growing. In Noah Webster's classic two volumes of 1828 he defined 70,000 terms. The Merriam-Webster volume of 1934 —Webster's *New International Dictionary, Second Edition*—has 605,000 entries. The percentages of increase of each succeeding edition in the series since Webster's publication have been very large so that in its present size an addition of 10 or 15 per cent in the number of pages presents at the outset a very real problem.

The question of *collecting* the new material that marks these increments between editions is an important one. The Company's editorial force has the experience of 100 years of similar labor on earlier editions to fall back upon, to say nothing of its accumulated files of citation slips now reaching a total of more than two million. Trained readers gather new citations from published material of every description—fiction, historical and scientific books, reports and government bulletins, technical and literary periodicals, house organs, law codes, tariff lists, merchandise catalogues, newspapers from all English-speaking countries—with an eye watchful both for new words and for new meanings of old words, for variant spellings, for differences in the compounding of words, for abbreviations, etc. Such citations form the basis of the original definitions that have always characterized the volumes of the Merriam-Webster series.

This collected material is adequate for accurate analysis. It is the problem of *selection* from this great number of citations that presents the real test of dictionary making. A Webster principle, long tried, is that usage is primarily the basis of choice for inclusion. Does the new word or new meaning occur in the daily press, in standard magazines, in authoritative works of reference or research, in notable fiction? If so, whatever its origin as a word, it demands definition and inclusion. *Boondoggle* is a coined word that recently came into quite general use as a verb in the slang sense of "engaging in any useless or frivolous occupation." *Sharecropper* is another new term, current especially in the Southern States, quite naturally made from the phrase *to share one's crop* and signifying a tenant farmer who in return for certain credits pays the landlord half the value of the crop. The words *dogfight* and *streamlined* have acquired new meanings of a semitechnical nature. They were quickly taken up by the press and are now very generally understood. Wars and political events in all parts of the world; the arts of peace, especially the progress of the sciences and new inventions and processes; the literary works of the best writers of the day; and frequently the lower literary strata of sports and the underworld, punctuated with cant and slang—all these bring many such terms to the notice of the reading public.

These words, supported by citation slips, furnish evidence to the lexicographer of the never-failing increase of the spoken and written English of today. They may not always be in conformity with previous usage nor correct in spelling on the basis of analogy; they may even, as is sometimes the case with deliberately created new words in the sciences, be badly or incorrectly formed. However, the spelling generally adopted and widely used becomes the one fixed in usage, and consequently the one recorded in the dictionary.

Nowadays the new terms that make up the increase in our language are frequently not single words but phrases of two or three words, such as *Black Shirt, dust bowl,* or *candid camera*—terms that have acquired distinctive meanings not derivable from a knowledge of the individual words. In Noah Webster's *Dictionary* of 1828 there were very few entries that were not single words; today a very large proportion of the increase is comprised of two- and three-word phrases with distinctive

meanings. The problem of selection is here concerned with that narrow dividing line for inclusion between the obvious combinations, such as *felt hat, pine log,* that need no interpretation, and those that are subtle or technical and that therefore require definition.

Sometimes the editors of the Merriam-Webster dictionaries receive from enthusiastic word coiners a request that a new term, invented by them to fill a supposed need in the language, be included forthwith in the dictionary. Often the word proposed is ingenious and interesting and is one that might conceivably be of service, but the reply of the editors to such requests is always: "Show us where the term has been used by reputable writers in standard publications, and it will be considered most carefully," that is, before a proposed term may be recorded, it must be substantiated by usage. However, more and more often nowadays the coiners of new words write to our editorial department and request an opinion as to the etymological correctness of the new term.

The Webster dictionaries employ in general an arrangement of definitions in the historical order of development. After the important facts of spelling (shown by the entry form and possible alternatives), pronunciation (with record of other authorized pronunciations), and the etymology, are shown, the earliest known meaning is given, followed by the record of the meanings which the word has acquired during its use in the language. Of the commoner words the various technical or specialized meanings are duly classified by labels and for convenience arranged in alphabetical order of their labels—an order that sometimes controverts the regular historical sequence but one that is probably more acceptable to the user of the book. Usage labels are also employed by way of classification or characterization: *Colloquial, Slang, Archaic, Chiefly British,* etc. All these facts of analysis call for much study and research; in fact the bona fide lexicographer's qualifications are quite rigorous; they include hard linguistic drill in the main languages of the Indo-European families, especially in Germanic and Romance philology, some knowledge of phonetics and prosody and dialects, a general acquaintance with comparative literature, and familiarity with original sources.

The careful study that such methods of work require, makes possible a safer treatment of one of the most difficult problems confronting the lexicographer; namely, what and how much slang should be recognized? Such questions are answered, so far as possible, by the evidence of usage—a matter that without doubt is frequently quite difficult to determine. People hear slang terms and wish to know their meanings; consulting a dictionary doesn't always help. If we leave out those terms or phrases that succeed in remaining in the favor of the public, we are criticized for omissions; if we put in a lot that die before the new edition can appear on the market, we also lose the public's esteem; if we tried to put them all in, there wouldn't be room for many of the genuine new words. What answer could the publishers have made to the dissatisfied purchaser of a dictionary who, many years ago, actually returned his purchase because he didn't find *hot dog* defined in it?

The omission, however, was the result neither of accident nor of prejudice against the lowly Frankfurter, but was the consequence of the requirements and standards of good lexicography. The number of slang words and phrases is so great and the life and usage of the great majority of them is so limited that only those that find a permanent place in the language of a significant portion of the English-speaking population can be included in a general dictionary, such as the Merriam-Webster. As long as *hot dog* was a term that had not yet fully established itself in the language, it had to be omitted from the dictionaries of the language; but when it appeared on everyone's tongue (as well as in everyone's mouth), it had to be included, and, as its impatient partisans may discover for themselves, *hot dog* has now been accorded full dictionary honors.

Another point to bear in mind is that since a dictionary is an attempt to cover, in concise form, universal knowledge, its users, taken the world over, have universal interests and make almost as widespread demands upon it. Sometimes its answers are going to appear inadequate in the particular field in which one's main interest lies. This is so, not because the editors lacked fuller information, but because limitations of size and the demands of all other subjects restricted their statements. Even though the Webster's *New International Dictionary, Second Edition,* does actually contain very much that is encyclopedic in nature—note the many tables throughout the book, definitions of various organizations, sects, etc., information on plurals of words and on precedence in rank under the vocabulary entries *plural* and *precedence,* hundreds of pictorial illustrations, and the gazetteer and biographical sections—conciseness in general in ordinary definitions precludes any wide offering of the sort of information that one usually finds in a good encyclopedia. Proper selection and brevity are all-important requisites in this respect.

One of the most difficult of the problems facing the lexicographer is that of acquiring an unbiased and impersonal attitude upon controversial subjects. In a world in which wars and rumors of wars have spread to all the corners of the earth, in which every man seems only too ready to raise his hand against his neighbor—in such a world it is surely no mean test of the disinterested approach of the lexicographer when he defines such terms as *Democrat* and *Republican, capital* and *labor, Ten*

ton and *Anglo-Saxon*, and many other opposites that could readily be listed. Naturally he cannot expect to satisfy the zealous partisans of any ism but as impartial a statement of the facts as can possibly be attained is placed before the seeker for knowledge.

There was a time, of course, when dictionary making, like everything else, was largely a personal matter; when, for example, Samuel Johnson could define *oats* as "a grain, which in England is generally given to horses, but in Scotland supports the people," or when Noah Webster could define a *dandy* as "a male of the human species, who dresses himself like a doll, and who carries the character on his back." Individualism in dictionary making such as this, however, has long since become a thing of the past, and the day of the highly organized and strictly impersonal staff of experts is here. Lexicography has in reality become a science. The dictionary of today is nothing less than a social institution.

Every endeavor of the Merriam Company is directed toward maintaining such an institution at its highest degree of usefulness. A few of the more fundamental difficulties that face those engaged in the work have been discussed. There are naturally many other problems that we have no room to treat—problems of varying degrees of importance and perplexity, such as proportioning fairly the space allotted to the various classifications, securing uniformity of style from editors of widely differing propensities, setting forth information where it may most readily be found by the consultant, keeping every department as nearly as possible up to the minute in its information, and so on through an entire catalogue of restrictions upon the lexicographer's freedom of expression.

Such a diversified product as a dictionary must prove its value by meeting many needs. Homes and business houses use it to answer questions of spelling and pronunciation and meaning; scholars find in it an extraordinary amount of systematized linguistic and scientific information; courts consult its definitions to aid in their decisions; schools direct the younger generation in its use toward their vocabulary-building habits; and the so-called "self-made" individual may find between its covers the institution for learning that opportunity closed to him in his earlier years. The greatest problem, therefore, is and always will be, to produce a book of high standards that can satisfy such multifarious demands.

Teachers' Colleges Not "Blind"

A rejoinder to Supt. Hagie's article on Mediocrity in this magazine for April, 1940.

RUTH SLONIM
State Teachers College
Duluth, Minnesota

THE recent article in which Dr. Hagie purported to diagnose "mediocrity" presented a challenge too shrieking to be ignored. While I would not deny for a moment that scholastic ability must be supplemented by the other factors that contribute to "breadth of educational vision", if the individual is to function effectively and inspiringly in the teaching profession, I do most emphatically take exception to the claim that the personnel of teacher-training institutions is incapable of providing guidance to this end.

It seems to me a rather audacious assumption to blanket Teachers College instructors as "culls" of mediocre capacity and set forth those worthies who are associated with the liberal arts colleges of this country as superior beings, presumably better situated because they are better endowed both as to intellect and personality. Quite obviously, there is no standard caliber to which *all* of the instructors in any liberal arts institution may be found to conform, and similarly, there are personality and intellectual variations to be recognized in the members of teachers college faculties, but a general norm would, I feel sure, be applicable to *both* groups.

The implication that the emphasis in teacher-training institutions is placed rather exclusively on the "methods" approach to subject-matter fields is decidedly erroneous. Here, as in the liberal arts colleges, are to be found subject-matter specialists whose only concern is the interpretation of their own field and the stimulation of thought and independent study along lines related to it.

What Dr. Hagie seems to forget is that present educational standards, as set forth by the American Association of Teachers Colleges and other similar associations are no less exacting than are those measuring sticks by which the liberal arts institutions are judged. Just as there are a great many individuals on their faculties whose background and preparation deviate from the desirable standard, the same is true of State Teachers Colleges, but the distinction must then be drawn not on a generalized basis but rather in the case of specific institutions. It is most certainly unsound to draw a

wholesale conclusion based on an inference that just because some such institution or institutions are inferior, all of them are. Certainly, the educator who is sincerely striving to utilize the educational medium to insure democracy's continued functioning, ought not to subscribe to a point of view that would unjustifiably encourage an educational caste system.

There is a need for both types of institutions, but from the standpoint of teacher-preparation my contention stands that teachers colleges, far from being tainted with mediocrity, are b e t t e r equipped to turn out adequately prepared teachers. For not only can the subject-matter background be acquired *sans* all teaching-procedure emphasis to which Dr. Hagie seems to object, but there is the added advantage of taking the courses in educational theory and technique and then having an opportunity to apply them in a profitable period of practice-teaching. In the teacher-training institutions the setup generally makes possible a more extensive period in which to gain such preliminary experience; and a well-supervised situation in which the student teacher is encouraged to use his own initiative and judgment in the presentation of material and handling of pupils is, it seems to me, vastly preferable to a guinea pig arrangement after securing a teaching position. Then too, because the liberal arts student who intends to teach must quite often spend a very spotty period doing practice teaching in some school only remotely related to the college, this phase of his preparation is unfortunately not as thorough nor as comprehensive as is that of the teachers college graduate.

The indictment that "the blind are leading the blind" in our State Teachers Colleges is most unjust. These institutions conform to generally accepted educational standards, just as do the other higher institutions of learning, and their graduates, far from being blind, are as intellectually alert, as stimulating, and certainly as thoroughly prepared to perform purposefully and creatively in any classroom as are the potential teachers to be drawn from the liberal arts colleges and universities.

Are We Keeping Pace?

RUSSELL V. BURKHARD
Principal, Frank A. Day Junior High School
Newtonville, Massachusetts

THIRTY years ago the writer was an underclassman in the Chapter House of a well-known college fraternity. One chill winter day a loyal member of our freshman delegation was brought up on the carpet before the Senior House Committee. The poor lad stood on the brink of being ousted because he was *seen* with a group of lads who had been drinking.

What a dramatic change has taken place! Today most of the Chapter Houses of our colleges, both city and rural, have a bar as part of their regular House equipment. When visiting the Chapter House recently on an Alumni Day, prior to a big football game, one of the upperclassmen was telling us about our resistance to change. "This bar," said he, "is only used during House parties. Never is it in circulation during the regular school routine. *You've* got to change *your* viewpoint *because* Chapter House procedure today is far different than thirty years ago."

The writer rather presumes that this young lad is quite right. Just as the medical profession has become more complex, so has the world, and so has teaching. No more is it possible for the teacher to handle a subject for years and feel that the routine takes care of itself.

Society has taken on totally different aspects, and it will no doubt continue to change with dazzling rapidity. It is up to us to fit ourselves into this new style of living so effectively that through it all we do not lose sight of the very thing for which we are organized—the child—the pupil—the personality development of a youngster.

His growth is our business. This we must see clearly through all the maze of diversions which this exciting world deals out to us. On us the responsibility for the growth of 30,000,000 children rests with considerable weight.

We need guidance. We need to know how to improve our relations with young people. In other words, we need teacher education, and this doesn't necessarily mean academic contacts. For instance, at the Army Base Pier in Boston there are moored the U.S. Cutter "North Star," which accompanied the latest Byrd Expedition. The writer considers it a first-class educational experience for a teacher to have visited this vessel while in the process of loading. While not strictly academic, this, or something similar, does help to produce an effective interest bond with pupils, and it certainly adds to the well-roundedness of teacher experience.

By the same token, a teacher with a limited private pilot's license may not be able to parade an academic degree of graduate calibre—but perhaps he is able to talk the language and get the viewpoint of Young America the better.

Of all things, the teacher needs primarily the social viewpoint. Then let the academic follow.

With such an order of things, the teacher is better able to offer leadership in teaching the skills of good human relations. These cannot be talked into pupils. They must be lived.

As teaching staffs grow more social minded, then can we become increasingly constructive in our curriculum. We shall no doubt continue to keep as a core the thorough mastery of a few time-tested skills. But there is left plenty of room for a cooperative, purposeful organization of things to do in school life that are really alive—alive because the material is planned by pupils with teachers who have the viewpoint of youth, of action, and who can temper it with good judgment. The new curriculum will be highly sensitive to changing conditions. The product of the new offering will undoubtedly fit itself into society much more skillfully than today's.

Ah, Creative Thought!

ROBERT TYSON
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SOME freshmen come to college to learn something. Others drop in to see if the institution has the right slant on things. There seems to be a noticeable increase in the latter category.

A number of beginning students are quite willing to pronounce the last word on intelligence and intelligence tests. Perhaps they are Professor Rhine's wonder children, possessed of much E S P.

Some first year people know definitely that when a person achieves, it must be due to heredity. He had "what it takes". If Einstein had been raised in a cell, without books, he would have become a mathematical genius anyway. Others know just as definitely that our surroundings are responsible for everything that happens to us; with a truly progressive legislature we could vote ourselves three arms and four legs if we thought it would be helpful.

Certain students, unprejudiced by study of his work, are well aware of the fact that Sigmund Freud contributed only obstruction to mankind. Some of his early work, decades ago, was really absurdly old-fashioned. With similar reasoning George Washington was a fool not to use tanks and bombers against the redcoats.

From young moderns comes the announcement that wars are unpleasant—we shouldn't have them, that poverty is unfortunate—it oughtn't to exist, and that all people should have good jobs with high pay—they should be given to us. How dismal that this has been revealed only lately!

Is it the "clear vision of youth"? Perhaps it is just that sometimes. Very often it looks like the "arrogance of ignorance", if one may be allowed a thought so treasonable to departments of teacher training.

One gathers that no one over twenty years of age could possibly have any sense. One is given to think that contemporary young people are not *a*, but *the*, younger generation. The recurrent revolt of every generation is forgotten. The fact that this difficult world has been saved a great many times, on each occasion permanently, with hallelujas, doesn't matter. The thought that the bright young people of today will supply the old fogies of the future should be banished.

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Is all this "against youth"? Is it a collection of grumpy thoughts aimed at "binding the growing mind"? It is not. But it *is* against the training that has led to a plague of slipshod thinking. It *is* against the training that has brought so many young people to the point where they arrogantly hold their opinions to be correct simply because they are young people.

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There are at least two sources of such training.

Youth of today has been flattered silly—although certainly not speechless. In a world of upheavals, evil or benevolent, politicians have wisely sensed the importance of "getting them young"—and getting their votes. In political meetings the young discover that they are "the torchbearers of the future", "the hope of coming generations". No words, however expensive, are too good for the voters. They congregate often to be told how clever they are, how noble and clear their thoughts, how flatteringly evil are those who might disagree with them.

Progressive education, so often a step ahead of the latest progress, adds its currency. Ask a "modern" educator what we should teach the young. "Why," he says in bright tones, "we should teach them to *think!*" Large groups of parents and teachers gather to be illumined by this insight into educational aims. A minor matter is the definition of "thinking", the requirements of thinking, or exactly *how* one teaches this art.

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In the glow of such attitudes many an educator seems to heve forgotten the first step in thinking, which is to *acquire information with which to think*. Not content with this omisson, some educators give a superior sneer at the outmoded idea that teachers should, among other things, convey some facts to their students. No, one

simply teaches them to *think*. See? many an educator seems to have

Small wonder, with such encouragement, that there is so much mental flying off the handle!

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Stuffing facts is bad, of course. One used to be given, not only the facts, but their interpretation as well. One swallowed that, too, in the old days.

No one wants to impose *opinions*. But we have forgotten that one first collects experience, information, facts, and then does the thinking.

Rather than stand awestruck at the spectacle of clear-sighted youth, in the pose advocated by some contemporary "TC"s, couldn't we say a little more firmly:

"Yes. A good thought. A big problem. But go to the card catalog and see what's been done with it. Consider its many angles. Discuss them carefully. Perhaps, as Oscar Wilde said, 'The truth is rarely pure and never simple'. *Then, when you have gathered all pertinent material on the subject, come to your own conclusion about it.*"

To Him That Hath

EDWIN WAGGENER
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IN attempting to adjust and adapt the schools to the wider range of types and abilities of pupils in recent years, most of the study, expense, and special equipment seems to have been in the direction of what has been traditionally called the less able and less accomplished part of the pupil population. This has undoubtedly been because experiences in discipline, pupil failure, and general maladjustment has forced the problem to the fore.

However, it is a personal and national loss if, in attempting to meet the newer problem of the more heterogeneous pupil population, we fail to see the "problem" of maximum provision for the exceptional pupil on the gifted end of the scale. These pupils are the one-in-a-hundred type; small in number but great in potentiality. Specifically, they may be considered as those pupils above 130 I. Q.; pupils who will reach an excellent standard of achievement without any urging, but who will not force upon us the knowledge that they could easily have gone two miles where we were satisfied with one.

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The pupils who are often best known to the principal and teachers are the trouble makers, the achievement-zero type. They are the ones for whom specialists are called. They have their family histories checked, are given extra time, special equipment, and the tenderest of care.

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It is encouraging to note that considerable experimentation and research in the developing of the highly gifted pupils is in progress in the larger urban centers. The instruments for discovering the very able are at hand. The mental, social, and physical characteristics of these pupils are generally known.

The urban centers have been the logical places to begin work with the exceptionally capable because here it is numerically possible to select groups of ample size for experimentation and study. However, as the smaller schools have their proportionate share of genius, it is time that the problem be given broad consideration generally.

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The very nature of our present civilization, its complexity, its demand for superior thinking and achievement, its call for able leadership in all fields will now force upon the schools generally the problem of effective and maximum training of those who have been especially favored by nature.

The following seem to be some of the questions which must be considered in approaching the problem of special training for special ability:

1. Does the exceptionally capable pupil need more of the usual and traditional type of material or the average amount plus a variety of different experiences?

2. At what stages or grade levels is there special need for differentiated treatment of widely varying pupil abilities?

3. Can the exceptionally bright pupil be satisfactorily trained while still a member of a usual class group of his own age?

4. Can satisfactory social adjustment be maintained between the highly gifted pupil and his classmates if he is given different recognition, assignments and materials?

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To him that hath, it should be given: The stimulation to high and unusual achievement in keeping with high and unusual ability; the opportunity for creative growth and expression as nature has created brain and bent; the urge to logical thinking in the more difficult life situations; the recognition and guidance for effective leadership.

Motivating Mythology

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ADVERTISING managers of big business, writers, and editors of magazines and newspapers have become myth conscious. As a result, we are writing with Venus pencils. We are buying Ajax tires, Atlas cement and Minerva yarns. We subscribe to magazines named after Atlas and Mercury. In current news items, we read that the coal problem is a chained Prometheus, that a newly elected governor has an Augean task before him, and that Jupiter Pluvius interferes with King Corn days. In short, all manner of modern writers evidently presuppose that the public is familiar with classical mythology. Articles, editorials, poems, and recent books, both fictional and general, are so permeated with such references that they cannot always be fully comprehended or enjoyed without an appreciable knowledge of classical myths.

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Mythology as a subject, has, as yet, no place in the curriculum of our secondary schools nor is it advisable that it should have. Formerly, our students became familiar with a great deal of mythology through the medium of the high school Latin course. In the recommendations of the Classical Investigation Report of 1923-4, one of the primary objectives in teaching Latin or Greek is "an increased ability to understand and appreciate references and allusions to mythology." Today, when the classics in many schools are giving way to the natural and social sciences and other subjects considered more practical than the classics, it behooves us to supply our students, who have little or no Latin, with some other means of understanding classical allusions; not only that they may appreciate and enjoy to the fullest such allusions in their popular use today, but also that they may be able to understand and appreciate their use in the best literature of all time.

Though there are many books of myths available for students of both junior and senior high school age, the myths as isolated stories have no more practical value than fairy tales unless they are vitalized and brought into correlation with other subjects. Our interest in myths does not rest in the stories themselves, for there is at our disposal an abundance of folk-lore, legend, and short stories that are illuminating and instructive as well as entertaining. Our interest in the myths does rest, however, in the fact that they reflect the social, scientific, and political thought of the ancients, much of which has become incorporated into our every day life. For this reason myths presented in their proper setting in connection with other subjects in the curriculum will often give a basis for study obtainable by no other means because of the relation of the myth to the principle involved.

Hence it is my suggestion that teachers make it their aim to introduce into their teaching important myths connected with their subjects and to show the practical application of the myth to the material they are presenting. This method of familiarizing students with myths will make it possible for the teacher to use discrimination as to the myths which are worth while and to find opportunities for their application. In other words, the teacher will set them up against the canvas of the historical, the geographical, and the cultural subjects in the curriculum—the myth serving as a means rather than an end.

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To be more specific, let us consider in what way a teacher of history can make use of myth in order to render the study of ancient history more interesting and understandable. First she may introduce the myths of Homer, not only to the Greek people called themselves Hellenes and their land Hellas. By means of the same myth, she may account for the different divisions of the Greek race: the Aeolians, the Dorians and the Ionians. The earliest history of all Greek cities will be more interesting if introduced in its setting of legend. For example, Thebes was founded by Cadmus when he was in search of his sister, Europa. Athens at one time might have been under the tutelage of Poseidon, had not Cecrops decided the contest in favor of Athena when the latter presented the olive as her gift to the city. How brilliant and attractive is the Minoan period when the teacher presents it in the glamour of the myths connected with the minotaur, the winding labyrinth, and the aerial adventure of Icarus. In lieu of recorded political events in this period, the conquest of Theseus over the minotaur reflects an Athenian enterprise to shake off Cretan domination. Frequently, a teacher will find that a myth such as the Quest of the Golden Fleece or that of Arachne is highly illustrative of an economic situation or of commercial rivalry. The starch company that makes use of the Argo for its advertisement takes for granted that the buyers of the product understand the practical purpose of the colorful Argonautic expedition.

Again, a teacher who is impressing on her pupils the significance of festivals will not omit the opportunity to show the place of Greek festivals in culture and civilization. To explain their origin she will need to show how the Pythian games commemorate the triumph

of Apollo over the Python and how the Isthmian Games center about the worship of the god, Poseidon. The significance of the Olympic Games may be brought out in explaining the chronology of Greek history. The history of the Greek drama is by far more interesting when placed in relief against the worship of the god, Dionysos. A teacher of history will find no tool of greater value than the myths of Homer, ont only to make the expedition against Troy a reality but to understand the glory of historical Greece. She would find it most profitable to require the Iliad to be read in English by the students before she teaches the Age of Pericles, since the Olympian deities, as Homer portrayed them, were the sources of inspiration to the poets, painters and sculptors of the period. In the foregoing ways the teacher is using myths to explain the origin or to give a setting for the history she is presenting, and at the same time she is bringing to students the knowledge of the great myths through which the culture of the past ages breathes.

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As modern as social science may appear in its highly organized aspects, a picture of the earliest phases of society can for the most part be seen in the myths, for indirectly the myths reveal the life and the culture of the people among whom they originated. The myths, as a reflection of the social life of primitive people represent the family, with Zeus and Hera at the head, as the basis of Olympian society. There were also in this family brothers and sisters, uncles, and a maiden aunt whose spheres of activity might be explained sociologically. For example, Vulcan made the Olympian palaces, Hebe poured the drink for the feasts, Hermes delivered messages, Apollo herded flocks; all of them occupied in labor the type of which was performed by the worshippers. Likewise to the hillmen of Attica, Dionysos represented life; that is, production, cultivation, work. To all women sorrowing for the loss of offspring, Ceres, the goddess of grain, was a tender, loving deity. In making use of the Olympian deities to explain some principle of social science, pictures of famous pieces of sculpture such as the Juno Ludovisi, the Zeus Otricoli, the Hermes of Praxiteles and others similar in value, will be of great advantage to the student. Not only will they help him to visualize the members of the Olympian family but they will also prepare him to appreciate the pieces of classical sculpture in city parks, the local museum or the assembly room.

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A teacher of natural science will find many opportunities to vitalize the study of flowers, trees, birds and animals by the use of myths, since a great many names in this field owe their origin to these early sources. Many myths, though fanciful tales, were, at the foundation, scientific, for they were the explanations of the working of nature to which we apply cold science. A case in point is the story of Ceres and Persephone, which explains the change of seasons and the growth of cereals. A lesson in general science devoted to the stories connected with the names and characteristics of flowers and trees will make pupils more appreciative of natural beauty. Attention can be attracted more readily to the beauty of a flower by a story associated with it, than by the use of technical botanical terms and in all probability the pupil will love the flower more. He may smile at the vanity of Narcissus and his ultimate punishment but he will remember the characteristics and the habitat of the flower. Likewise, the spreading oak and linden will represent more than aged growths to a child who learns that at one time Baucis and Philemon were changed into these trees as a reward for granting hospitality. The sighing of the poplar takes on a new meaning when the story is told that the grief-stricken sisters of Phaethon became poplars. References to Prometheus as a man of noble daring and as a benefactor to man will be more intelligible if in the science class his deeds are recounted in connection with the mysterious power of fire. And who would attempt to teach even the simplest lesson in astronomy without a knowledge of myths which often explain the position as well as the shape of a constellation?

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Even a cursory glance at the geographical places in the Mediterranean will show that the understanding of myth is imperative for scholars and, to say the least, desirable for casual readers. It has come within my experience that college students are deplorably lacking in the recognition of the place-names of southern Europe and Asia Minor. If a pupil at an early age was introduced to the stories in connection with the geographical places he would be learning both myth and geography and in a very pleasant way. What could be more fascinating than to learn the origin of the names of places in the setting of the heroic adventures associated with them? A teacher wishing to create a lasting interest in the importance of the Strait of Gibraltar will not fail to introduce Hercules and the "mighty pillars that kept heaven and earth apart" and Atlas, who gave his name to the mighty ocean. Myths narrated in connection with the Icarian, Ionian and Aegean seas locate them geographically and make the names more understandable. If the islands of Ithaca, Lemnos and Crete are associated with Odysseus, Philoctetes, and the minotaur, respectively, the places become more than a catalog of names or marks on the map. What student would not remember with a thrill the places made famous by the exploits of Hercules or the adventures of the Argonauts.

In teaching myths, monuments in ancient cities, many of which are architectural, are a veritable storehouse from which to draw, since the buildings were often erected to commemorate some god or hero and the sculptured decoration depicted some mythological story. Let us suppose that a teacher shows to her class a picture of the

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Parthenon, either a small print or a lantern slide. Her ultimate object may be to arouse in her pupils an appreciation of the architecture of some public building, but she takes the opportunity to explain that many public buildings bear resemblance to Greek temples such as the Parthenon, and that the Parthenon was erected in honor of Athena, the virgin Patroness of Athens, with whom were associated the contests with Pallas and Poseidon. If pupils are impressed with the fact that the Parthenon in all its grandeur, simplicity and beauty was erected by faith as an expression of love and devotion to a patron goddess, they will remember the myth and its significance while at the same time they will have increased their capacity for appreciating the faith of people today in erecting our cathedrals and public buildings.

Or let us suppose that a teacher has as her objective to teach the history of criminal cases in court, she may add to the interest of her subject by directing the attention of her pupils to a picture of the Areopagus, explaining that on this rocky eminence the god of war was tried for murder and after that event the Athenians continued to try all criminal cases on the hill in the open air. The myth of Ares' trial will also suggest the story of the trial and acquittal of Orestes and the account of the Eumenides who took up their abode in the cave on the side of the hill.

These are a few of the potent ways in which myths can be presented to students through the relations which they bear on the other subjects in the curriculum. It must be assumed, however, that the teacher herself be well informed and at some time have prepared herself by a systematic course in the cycles of myths. Any teacher of experience knows the value of a story in making an impression on a child in the teaching of a fact. Most often, the child will remember the story and later will recall the fact more readily, since the fact will stand out in relief against the story as a background. The myths themselves as stories, as I have said, we could, to a great extent dispense with, as we could with most fairy tales, but the myths as they are woven into our every day life, through literature, history, art and architecture, demand of us a working knowledge and a familiarity that we cannot afford to overlook.

The Principal's Biggest Job

JASPER T. PALMER
Sanbornville, New Hampshire

IF I were asked what is the biggest job in administering a large school, I should say "Getting along with people." A principal is in the difficult position of having many different groups or elements to deal with. There are the teaching staff, the clerical force, the boys and girls, the parents, the superintendents, the supervisory staff, and in some instances members of the board of education. Each group is in a realm by itself. The principal's relation to the superintendent is similar to the relationship of principal and teacher. He tries to treat his teachers as he would like to be treated by his superintendent.

One of the greatest compliments a principal can receive from any one of the groups is "He is always fair." Frankness and fairness are essential to the success of any executive; and I would add recognition. While one does not expect constant praise and patting on the back, it is but natural to enjoy and appreciate recognition and commendation.

I always aimed to be loyal to my superiors—superintendent and board of education—even though I was not always in sympathy with all the policies (I am referring to my whole thirty-seven years as teacher and principal). It has been my experience, however, that if I presented my personal views frankly and earnestly they always received careful consideration, and my own ideas frequently prevailed. If a principal convinces a superintendent he is able, temperamentally co-operative, and not radical in his views, he is usually quite free to administer his school in his own way as long as he complies with the general policy of the administration. Such has been my own good fortune. I always tried to pass on the same confidence to my teachers. One of the joys of teaching is to be permitted to exercise one's initiative. Some very fine teaching and classroom leadership can be stifled by too strict a dictation from principal or superintendent.

A paper might be written exclusively on relationship of principal and supervisors. Nearly every city administration has a different plan of supervisory services. Much could be said for and against the various methods, but in the final analysis it is the same co-operative spirit of which I am writing that prevails if all are in the spirit of mutual service. A headstrong supervisor can raise havoc with a school for which the principal is supposedly responsible, but it has not been my misfortune to suffer much of such experiences. It is very apparent that one and only one can be or should be the head of a school and its many details. Most supervisors are quick to recognize this, and harmony and efficiency prevail.

I believe I carried this philosophy of co-operation, friendliness, and recognition over into the student body, or tried to in so far as circumstances of work with adolescent youth, and boys and girls of different mental levels and background would permit; and speaking of fairness there is no group quicker to recognize this than boys and girls of high school age. They will patiently suffer severe chastisements when they know they deserve it, and realize one is fair in it all; and fairness involves absolute lack of favoritism. Nothing breaks down the morale of an institution quicker than a feeling on the part of groups within it that there are favorites.

Dealing with parents requires the same fairness, of course, but it is quite a different technique. All the school staff are really the servants of the people employed through the medium of the board of education to lead and educate their children. We sometimes overlook this fact, and look upon the parents as more or less of an outside agency, and the less contact with them the better. Parents can be made to feel that the school is theirs, and an invaluable co-operation can thus be built up; or the parents can be antagonized and made really a stumbling block to real social and educational progress within the school. Perhaps the parents are the one group calling for the greatest patience and tact.

I have worked with children of parents in all social levels. I believe a community of intelligentia is more difficult to work in than one poorer in social standing and attendant lower mental levels. I sometimes feel that a principal and teachers have a greater opportunity for humane and social service in a district of lower social strata than in the community of college trained parents.

Speaking of the social leadership opportunity I have often wondered if social engineering does not dominate our work as principal and teachers, and perhaps it is well it does. If the public schools are the salvation of America, as I believe they are, we must all develop a philosophy and technique of leadership and teaching that far transcends the giving of information, and testing to see if the information is retained.

Mass teaching and mass handling of high school boys and girls is an old method. Our best progress in present day schools is made through a recognition of individual differences, and a general guidance program that will lead every boy and girl to a real ambition and desire to make the most of his ability educationally, socially and morally.

Getting along with people in administrating a school then, not only involves general fairness and frankness, but a high regard for every personality with whom one is associated. This can only be fostered and confidence sustained through personal and friendly contacts.

Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

Readers are invited to consult Dr. Myers freely through this department.

Stars As Motivators

Q. Some primary teachers wishing to motivate the child to eat leafy vegetables, for example, drink a glass of milk at each meal, and go to bed at a designated early hour, will assign stars to each child who in the morning at school indicates by a show of his hand that he had done these things at home the day before. Does not this plan encourage deceit?

A. Some years ago I checked on groups of children exposed to this plan. I found that a number of children whose parents could not induce these children to cultivate such health habits, were actually producing these habits in order to win the star. But I also found an appallingly large number of children who were getting stars they did not earn: they held up lying hands.

While some would object to the stars, or any other similar reward as motivators, I would not. Everybody works for some kind of reward. What I object to is the temptation of the tot to lie.

All the gains and few of the losses from this starry scheme might be realized if to win a star at school for any definite achievement at home, a written statement about the achievement from the parent were required.

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The Unsquelchables

Q. Many teachers who have served for a number of years say that the new children coming to them year after year have less regard for constituted authority and for the rights of others. Apparently this trend is most pronounced in the better economic areas, the very places where one might expect to find the opposite. What is your explanation?

A. Decline in home restraints, especially while the child is little; the belief by many that a child's personality might be ruined if his parents ever laid a hand on him to restrain him: to popular myth that psychology has demonstrated scientifically that a child never should be spanked. Those first to accept the doctrine of no restraints for young children in the home were the intelligentsia, who, more often than not, are among the more privileged economically.

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"Counters"

Q. How may a teacher find out whether a child counts while adding or subtracting?

A. By spending a few minutes with this child, with a very quiet voice and serene manner having him give the sum or difference in a few of the harder simple combinations. If he makes any errors or pauses, have him say aloud what went on in his head at such times. In order to gain his best cooperation he will have to feel assured that he won't be rebuked, shamed or ridiculed for anything he says or does in this connection.

Practically every child who has the slightest trouble with the simple addition and subtraction facts is afflicted with the "counting habit." In some classrooms from fourth to tenth grade probably half the children still do some counting when they add or subtract.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

EDUCATORS are much perturbed now-a-days over definitions. What is democracy? What is philosophy? What is your philosophy of education?

These are good questions I ween —but neither the efficacy of education nor the destiny of the race hinges upon the answer.

In America our ideas are nearly enough alike to make the work of the schools efficient. We do not want to agree upon specific definitions, or upon definitized objectives and goals. As soon as we do that we are lost. The strength of society lies in the honest differences of opinion held by its component members. Why? Because universal agreement means a universal rut—which most likely is the wrong rut—while honest differences create a universal challenge conducive to continuous growth.

The problem is not to find a nicely-worded, high-sounding definition of democracy and philosophy but how to teach every child to understand true values, to understand casual relations, to be independent and thrifty, to want to serve and to think accurately. This has been repeated over and over again—so are one's prayers if he has any. What is needed now is some good, honest, sound school teaching and less quibbling around about technicalities. What's the difference what the definition of democracy is so long as we teach people to earn an honest living and to respect each other's rights? The teachers are anxious to do this—but they can't until administrators and supervisors are reborn into the world of practicality.

The Magna Charta was signed in 1215; the Petition of Rights in 1628; the Bill of Rights in 1689 and the American Constitution became effective in 1788. Each of these was significant in the transi-

tion from dictatorship to democracy—yet each was sanctioned when education was formal and disciplinary.

We should not educate for dictatorship, communism or necessarily for democracy—for how do we know what system of government will prevail fifty years from now—but we should educate for service, honest living and straight thinking.

As Nazis Saw It

Two summers ago I dined with some Germans at the Hotel Atlas on the River Spree. They were ardent Nazis and I an ardent American—still we ventured to discuss democracy in the shades of the Hohenzollern Castles, the Brandenburg Arch and Hitler's Chancellery.

The Germans insisted upon a definition of democracy. That was a severe challenge for while we live in a democracy still no two agree upon precisely what it is. Everybody makes his own definition—a truly democratic procedure. So I explained: "Democracy is a social system that permits a people to work out its own destiny." I thought that would hold them.

Now it was their turn: "Democracy is a system of government that permits mediocre ideas and mediocre people to rise to the top." I didn't like that very well—but I soon recalled a few pages in American history that seemed to support the idea.

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The democratic type of government can of itself guarantee nothing—it is only a tool for you and me to use. Used improperly democracy leads to strife, disintegration, ruin. Used aright it guarantees the rights of the individual, the stability of society and all you and I hold sacred. How can we get out of democracy all that it offers? There is only one answer: by developing personalities that can think soundly and dispassionately, that can think together, that enjoy hard work and that are motivated by Christian ideals of love, service, humility and respect for authority.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Time-Chiselers

A friendly fellow principal from another city dropped in to see me as he was driving through Augusta. He had a great deal on his mind.

"People in my town," he said, "seem to have forgotten the real function of a high school. I supposed that our purpose was to teach the young,—to teach them science, history, civics, mathematics, language, music, manual arts, and other subjects established by law and custom. There are, however, many good people in our community who seem to think that the school exists mainly for promoting their pet enterprises and for spreading propaganda for causes which they hold dear."

"How many different organizations," he continued, "do you think call on our high school to help them carry out their programs? I counted them the other day and there are at least twenty. Fine groups of people, they are. Their aims are all right,—charitable, educational, patriotic. We would be glad to help them but how are we going to have time for our science and French? How are we going to get a chance to inculcate the principles of right living and build up a strong school morale?"

"Who in my city ever thinks of getting up an entertainment, or a supper, or a sale, without coming to the high school for talent, or advertising, or distribution of tickets, or the loan of our equipment, or the use of our building?"

"In recent years a new problem has arisen. Recruiting agents from all kinds of schools in the state and outside want to address our senior class or, indeed, our entire student body. I just have to say 'no' again and again but it is hard to do this and it loses friends."

"I used to put special emphasis upon the idea of making the school an integral part of the community," he went on. "I insisted that the school building be the center for all kinds of adult activity. I guess I said too much. Now I just wish folks would let us alone so that we could do our work."

I listened with much interest to the dissertation of my friend. There is no doubt but that many other schools have problems like his.

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Punctuality Praised

While sitting in the business office of one of my friends, I read this sentence which he had put in a conspicuous place upon the wall: "There is nothing else that will take the place of punctuality." I am fully in accord with that sentiment.

Being habitually behind hand reveals some uncomplimentary things about people. The tardy are guilty in one or more of the following ways:

1. They are so selfish that they show no concern about how much they discommode others.
2. They are too lazy to meet their obligations promptly.
3. They are poor planners or, having made their plans, they are too indifferent to carry them out.
4. They are conceited, thinking that they possess enough superior qualities to offset the lack of ordinary virtues.

Dilatoriness is a common handicap in a school system. Plans are neglected until the last minute, reports are received late, meetings are held up by tardy arrivals, class work is delayed because books and equipment are not ordered on time. All these offences are committed by those who are supposed to set the boys and girls an example.

Benjamin Franklin admonished people to drive their business and not let that drive them. Punctuality is one of the surest signs that a man has his business or professional affairs well in hand.

Being on time seems to me so essential and so easy of attainment that I wonder that so many fail in this respect.

The News Digest SECTION

Summer School Drops German Class

NEW YORK.—Apathy toward the study of German throughout the country, resulting from the Reich's growing unpopularity among Americans, was reflected in the Summer program of Columbia University's Teachers College, where a course in the teaching of German in secondary schools had to be abandoned because there was no demand for it. Dr. Wilbert L. Carr, head of the college's department of teaching of foreign languages, recalled that the number of pupils studying German in New York high schools dropped from about 24,000 in 1917 to a mere 60 in 1920. "That could happen again," he said.

Pennsylvania's Defense Schools

HARRISBURG, PA. — Pennsylvania's vocational school program started, in cooperation with the National Defense Council, recently with an initial enrollment of more than 6,000. Courses in such lines as machine tool operation, welding, mechanical drawing, blueprint reading, sheet metal work and automobile body reconditioning were offered in scores of schools, including a number in Philadelphia. The training was open both to the unemployed and employed. Col. Philip Mathews, State Works Progress Administrator, sanctioned a WPA project for those capable of training for skilled jobs.

Maine Association Elects H. R. Houston, President

CASTINE, MAINE. — Superintendent Howard R. Houston, of Brewer, has been elected president of the Maine Superintendents association.

Other officers named are Supt. William Jenkins of Fort Fairfield, first vice-president; Supt. Winfred Edminister, of Norway, second vice-president; Supt. Guy V. Sinclair, of Westbrook, secretary-treasurer. Supt. George C. Cumming, of Rockland, was named to the executive committee.

TEACHER COLLEGE TRAINING SHIFTING TO CULTURAL COURSES

MONTCLAIR, N.J. — Training of high school teachers in the United States is shifting from formal academic courses and instruction in teaching skills toward cultural subjects and studies dealing with the realities of modern life, it was indicated in the results of a survey by Dr. H. A. Sprague, president of the New Jersey State Teachers College.

A general tendency of prescribed courses to increase and electives to become fewer, Dr. Sprague declared, shows that the colleges have sharpened their professional objectives and thereby raised their standards as genuine professional schools. The fundamental requirements of the high school teacher's education have grown at such a rate, he said, that the present four-year program is cramped and may expand to five years.

The educator found an increase of 12.6 per cent during the 1928-38 period in the number of semester hours devoted to cultural background work, so that the requirement in that field occupied about one-third of the total curriculum. Marked increases were made in studies in social sciences, as well as in natural science, literature and the history and development of language.

Although Dr. Sprague found the teachers' colleges realizing the hopes of educators who wish to gear teacher-training to contemporary needs, he advanced two main criticisms. He declared that the number and variety of course titles showed a lack of agreement upon nomenclature and essential courses, and that prescriptions in art, music and philosophy had been neglected in the majority of institutions.

More Students Studying Spanish

MINNEAPOLIS, MINN.—Student enrollments in Spanish language classes in summer school sessions at American colleges and universities showed substantial increases over 1939, with still larger expansion in Spanish enrollments predicted for the fall term by romance language departments of many schools; this trend holds one of the strongest hopes for real improvement in understanding between the United States and its neighbor nations to the south, according to a study just completed by Northwestern National Life Insurance company. After many years in the doldrums, the study of Spanish began to recover after the opening of the Pan-American highway to Mexico City in the summer of 1936; fall enrollments then showed a definite pickup for the first time in more than a decade, the report states. A slow but steady increase in enrollment in Spanish classes has occurred each subsequent year; the average gain was a little over six per cent for the 1939-40 school year compared with 1938-39.

N. C. A. W. E. Honors Dorothy Canfield

MILWAUKEE.—The National Council of Administrative Women in Education at its meeting in July honored itself by recognizing the achievements of one of America's most brilliant women. In the performance of its duties, the Ella Flagg Young Committee surveyed the field of brilliant women and studied the contributions made by each one.

The choice for the medal was really made through a democratic process. The Committee—Dr. Caroline S. Woodruff, Prin., State Normal School, Castleton, Vermont, Chairman; Dr. Bess Goodykoontz, Assistant U. S. Commissioner of Education, Washington, D.C.; Miss Sue Powers, Supt. of Schools, Shelby County, Tennessee; Miss Anna Laura Force, Prin., Lake Junior High School, Denver, Colorado; Mrs. Irene T. Heineman, Asst. State

RADIO DISCUSSION OF READING ROUSES INTEREST OF PARENTS

CHICAGO.—The most popular subject the Chicago Teachers Federation has yet put on the air seems to be a discussion of the first of the three R's—reading. Surprised over the influx of "fan mail" that has resulted from a couple of radio interviews on this subject, Kermit Eby, Secretary, undertook to explain why there have come in requests for about 1000 copies of the addresses—20 times as many as have followed any previous program put on by the teachers.

"Parents realize that this subject is basic," he said. "They are deeply concerned about their children's ability to master reading."

Teachers, too, are keenly interested here. They have been required to teach reading by what is known as the Chicago Plan; and they have their doubts about it, said Mr. Eby. They were therefore eager to study the criticism of the plan given on the air by Dr. Paul A. Witty of Northwestern Univeristy.

According to the advocates of the Chicago Plan, children should be taught to read to themselves silently, since this is how they will do most of their reading in school and adult life. Sounding words phonetically is out, according to advocates of this method. Children are taught to recognize words as words.

But other teachers defend oral reading. The ability to recognize words phonetically is needed when unfamiliar words are encountered, they say. This group thinks the Chicago Plan has gone to an extreme.

Children of today are on the average better readers than youngsters of a generation ago, Dr. Witty declared. And still many children lack reading ability. Studies show, he said, that from 15 to 25 per cent of all high school pupils are retarded in reading. But this group, he declares, can be helped. He pointed out as their need an abundance of interesting reading material—books, pamphlets, magazines, simple enough for them to master. Encouraged by their ability to read these materials, they will make progress, he pointed out, and gradually move on to more difficult thing.s

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Commissioner of Education, Los Angeles, California; sent letters to the full membership of the Council, and Dorothy Canfield Fisher, author, was the one enthusiastically proclaimed as the outstanding person who deserved recognition of all women of America.

Inez Johnson Lewis, State Commissioner of Education, Colorado, and President of the National Council of Administrative Women gave the citation.

Dictionary Makers Occupy New Home

SPRINGFIELD, MASS.—A monument to scholarship, concentration of effort and business success is the newly erected home of the G. and C. Merriam Company at 47 Federal street in this city. In this commodious and attractive structure of Georgian design, will hereafter be conducted the editorial and distributive work of the company, publishers of authentic Webster dictionaries since 1847.

Wallace E. Dibble, Springfield architect, has admirably adapted a historic style to present-day needs. The simple Georgian exterior, executed in red water-struck brick and in light-colored stone, was inspired by that of the Old West Church on Cambridge street in Boston, now the West End Branch of the Boston Public Library.

The interior of the building has been carried out in simple design in harmony with the general Colonial character of the whole structure. The main entrance reproduces a New England doorway of a century ago. The first floor includes reception rooms, business offices and some rare Websteriana. The second floor is chiefly given over to the editorial department. The basement contains shipping and mailing rooms, a recreation room for employees, stock room and heating plant. No manufacturing is done in the building, this having for years been performed in Cambridge.

The new edifice gives material expression to the dreams of Noah Webster and the founders of the company.

College Spirit Put To Work

BLUFFTON, O.—The technique used by Tom Sawyer in getting others to whitewash his fence has been employed successfully in the construction of a building on the Bluffton College campus.

Last Spring when the college expressed its need for a building to house student industries, Carl J. Landes, a Pennsylvanian with the "old college spirit," volunteered to get one built. Labor and funds were to be donated.

To obtain help Landes made the work a pleasure. Letters were sent to alumni, faculty, students and friends of the school urging them to "spend one week of the best vacation you ever spent anywhere" in Bluffton.

And they came. Indiana, Illinois, Iowa, Kansas and Pennsylvania auto licenses were seen on the campus.

Georgia Schools To Benefit In Plan

CARROLLTON, GA.—A plan by which Georgia's program of rural-teacher training will be realized on a State-wide scope was consummated in an announcement of a half million dollar gift for that purpose from the Julian Rosenwald Fund.

Dr. Edwin R. Embree, President of the Fund, explained that this is the largest single appropriation for rural-teacher training in any State, and that it is, essentially, an experiment in rural education. Dr. Embree stated further that Georgia's adoption of a program equalizing rural teachers' salaries had largely influenced the Fund's action in making the money available to Georgia for the experiment.

Since, by the terms of the gift, one half must be devoted to training of Negroes, the program will be concentrated around two institutions, the West Georgia Teachers' College, at Carrollton, in Northeast Georgia, and the Fort Valley State College for Negroes, in the central part of the State.

White Pupils Go To Indian Schools

WASHINGTON.—On several Indian reservations in the Middle West where once a few stray Indian children wandered into a school primarily for white children, now it is the whites who are seeking to have their children enrolled in near-by Indian schools.

In many Mid-West towns the whites are finding it financially difficult to maintain the proper standard in their schools, if indeed they can keep them going, and they have partially solved the problem by having their children attend Indian schools, if there are any in their vicinity.

Football Cheering Damages Young Voices

PORTLAND, ORE. — Laziness is the main factor in the slovenliness of college men's utterance in comparison with college women's, according to L. B. Prillaman of Albany College here, who has been making a survey of the speech of young men and women. If laziness proves the basis of the improper enunciation from jaws so stiff that the words are almost imprisoned behind the teeth, vocal over-enthusiasm which so often results at football games is a contributing factor, he pointed out.

"Probably more potentially good voices are ruined in one season of football games than all the speech teachers can remedy," said Mr. Prillaman.

The average co-ed talks too fast, the survey shows. The "great open spaces" of the far West also play their part, he pointed out, as it is a tendency of nearly all persons on the coast to speak too loudly because of the larger geographical areas and the greater amount of time spent out of doors.

He expressed the conviction that many of the speech defects of collegians in the future can be decreased through attention to correct breathing and distinct enunciation and articulation early in grade schools.

Survey Finished On Student Aid

PHILADELPHIA.—Of ten types of student personnel work engaged in by a selected group of American colleges and universities, "counseling" is adjudged of highest importance and "discipline" of least value, by a jury of twenty-six specialists who participated in a study directed from this city.

With student personnel services assuming added importance in recent years Dr. Charles C. McCracken, director of the Department of Colleges of the Presbyterian Board of Christian Education, set about to ascertain what was being done in this field in fifty colleges affiliated with the board.

For purposes of the survey the personnel services were grouped in ten general divisions: Counseling, admission, health service, extracurricular activities, placement, orientation, housing and boarding, student records, financial aids and discipline. Each juror was requested to indicate their relative importance by distributing a total of 1,000 points among them.

The expert and field juries, respectively, assigned 192 and 152 points to counseling and 114 and 117 points to admissions, which rated next highest on the score card. Discipline and financial aids were considered of least importance by both juries, with financial aids receiving 73 and 81 points, respectively, and discipline 62 and 82, respectively, from the expert and field juries.

Extracurricular activities, often receiving great emphasis, were marked 93 by the expert jury and 99 by the field jury. Health service ranked third, after counseling and admission, and just above extracurricular activities.

MARRIED WOMEN LEAD GROUP TAKING MAIL ORDER COURSES

AUGUSTA, MAINE.—Married women who seek to enlarge their knowledge of homemaking are the best customers of private correspondence schools, it was revealed in a report on the thousands of men and women whose demand for instruction by mail has lifted the reputable correspondence schools from the ignominy of "ten easy lessons" to the status of centers of adult education.

The report was the result of an investigation of Dr. Richard B. Kennan, executive secretary of the Maine Teachers Association. To discover just what the student-by-mail was like, he studied a sampling of the 4,000,000 alumni of the International Correspondence Schools and the Women's Institute, which, linked by interlocking directorates, make up the largest establishment of its kind in the world.

The main motives offered by the students for choosing certain courses were to learn a new occupation; to learn more about the occupation in which they were already engaged; to accomplish a vocational purpose not clearly indicated, and for academic or avocational purposes. Considering the vocational nature of the courses offered, Dr. Kennan said it is surprising to find as high as 14 per cent of the students taking cultural courses.

Pointing out that most of the students wanted to meet the teacher "at least occasionally," he recommended that the schools assign to each divisional office a small group of instructors whose only duties would be to keep office hours daily for consultation and to visit the students to advise and encourage them in their work.

School Boys Take To Permanent Waves

JACKSONVILLE, FLA.—No one seems to know how it all started, but high school boys in Tampa and other Florida cities have taken to permanent waves, henna rinses and other items on the program at beauty parlors. Football players are included among those desiring curly tresses.

C. Phil Peters, principal of the Tampa High School, is not worried. "It seems sort of silly," he said. "But I hope they never do anything worse."

Urges Private Schools Resist Standardization

BOSTON.—Dr. Claude M. Fuess, biographer, and headmaster of Phillips Andover Academy, recently urged private schools to stand together to resist the doctrine of standardization and regimentation in education.

Dr. Fuess said, "It is of tremendous significance that in this country we are allowed to build up schools of different types, or to embark on experiments in education.

"The one thing I fear," he said, "is the encroachment on education of the totalitarian idea."

New Ashford Plans A New Schoolhouse

NEW ASHFORD, MASS. — This town's little schoolhouse, where for many years New Ashford voters gathered early on election day in order to be first in the Nation with their tabulation, is to be torn down.

A committee was charged at a Town Meeting with the task of making recommendations for a new school to take the place of the old structure.

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CHICAGOANS GO INTO POLITICS TO GET PUBLIC SCHOOLS OUT

CHICAGO.—Because it wants to get politics out of the public schools, the Citizens School Committee, a Chicago civic organization, means to get into politics this Spring, Mrs. Mabel P. Simpson, executive secretary of the committee, explained in her annual report. It will exert its influence to the fullest possible extent to bring about the election of better precinct committeemen here.

In the six years that the Citizens School Committee has been at work, a number of the things it has been striving for in the schools have been obtained, the secretary's report showed. Various special services discontinued in a steep retrenchment program of 1933 have been restored, in accord with the committee's recommendations.

Another sign of progress, as cited by Mrs. Simpson, is the current effort to select attendance officers on a merit basis, with the aid of qualified citizens in writing examination questions and grading papers.

"If the agreed plan holds, and qualified permanent truant officers are chosen to fill the 52 places now occupied by temporary appointees," she continued, "the community will owe a lasting debt of gratitude to the 10 or 12 who, without pay, grade papers of 7,000 would-be truant officers."

First in the list of changes desired, as the Committee's resolutions named them, is the conduct of the superintendent's office. The incumbent's term expires this April, the committee notes. At this date, a resolution stated, the committee urges the Board to entrust the educational direction and control of the school system "to a superintendent . . . commanding the support and cooperation of the teaching staff, and having the strength, courage, and integrity required to resist all political pressure and other improper influence."

The Board should also repudiate the "discredited principal's examination of 1936," another resolution asked. Until the effects of this examination are removed, there can be no pretense that the merit system is recognized in Chicago schools, declared the resolution.

Many Standees in N. Y. Schools

NEW YORK.—A survey of the overcrowded condition of the city's fifty academic high schools indicated that these schools have every day a minimum of 10,000 class and recitation periods during which one to ten pupils must either stand up or sit crowded two in a seat.

An accurate estimate of the total number of standees in the high schools is difficult to obtain because of the complications of the System by which pupils move from classroom to classroom during the school day. From statistics and reports available, however, it appears certain that at least 30,000 high school students are unable to find seats of their own in their daily classes.

The estimate of 30,000 pupils who are standees was based on statistics showing the number of overcrowded lecture and study classes in the high schools. This total does not necessarily represent 30,000 different pupils, since a few pupils who have been unable to find seats in two or more of their regular classes may have been counted more than once.

Chicago University Will Mark 50 Years

CHICAGO.—The University of Chicago, which developed from a fledgling college into a university of nation-wide leadership, will celebrate during the 1940-'41 academic year the fiftieth anniversary of its founding by the late John D. Rockefeller.

"New Frontiers in Education and Research" will be the theme of the celebration, which will be emphasized in conferences of scholars and scientists, and in a special session of the alumni school.

The celebration will culminate in an academic festival extending from Sept. 26 to Sept. 29, 1941. This program will include, among other events, an alumni reunion and assembly, a festival concert, a service of thanksgiving and commemoration, and a convocation with the award of honorary degrees.

Children Need To Wiggle A Bit

NEW ORLEANS. — It's about time school teachers stopped making their pupils sit up like ramrods, Dr. Alan D. Grinsted, Louisiana State University psychologist, said here in a discussion of wiggling children.

"The old-fashioned method of trying to make a child sit still is wrong," he told members of the Southern Society of Psychology and Philosophy. "It's wrong to make a child sit up straight constantly."

Dr. Grinsted's remarks were based on a study of fidgets among school children which he said convinced him that a certain amount of wiggling helps them to relax and is a bodily adjustment.

"Wiggling is not due just to meanness," he said.

Explaining that it might have been appropriate for Rodin's "The Thinker" to sit solemnly with his chin on his fist because that particular man sat that way to solve a problem, Dr. Grinsted said:

"Different people assume different poses when they're thinking. Some frown, some lean forward, some lie down. I know in my own case I can think best when I'm in bed, half asleep."

Expert Criticizes "Typing" of Pupils

RICHMOND, VA.—The practice of "typing" pupils for certain occupations through I Q tests was ridiculed here by Harry A. Jager, chief of the United States Department of Education's Occupational Information and Guidance Service, in outlining ideas for a community vocational educational program.

"(I personally do not believe the I Q system is efficient," he told the Richmond Federation of Parents and Teachers.

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DIVINITIES THAT SHAPE OUR ROUGH-HEWN ENDS MAY BE MALEVOLENT

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Table of contents and circular of comment from some of the world's great thinkers on request

PORTER SARGENT
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In deciding the most desirable occupation for an individual, he declared, advisers of a youth must "discover what kind of a person he is and analyze his aptitudes."

Determining which youths need what training was listed by Mr. Jager as one of four questions to be answered before a vocational program actually is begun. He said it was necessary to know how many youths needed vocational education, what they wanted to do, and where they could find it. He urged what he called "follow-up surveys" to determine occupations of all youths who have attended school, whether or not they were graduated.

In arranging a system of vocational education, Dr. Jager said, organizers must break way from the "tradition-bound idea of what the curriculum should be." The program should be adapted to the needs of youth, without regard to precedent, he said.

Big Breakfast Good for Pupils

CLEVELAND, OHIO. — Thirty-four school children are being used in an experiment here which may eliminate "bolt-and-run" breakfasts—at least if Elizabeth O'Neill, first-grade teacher, has anything to say about it.

After just one week of "regular" breakfasts, children in her class gained one-fourth to two - and - one - half pounds.

After she found that 35 per cent of the children were underweight Miss O'Neill decided that something should be done.

"First I asked a few mothers what their children ate for breakfast," she said. "Most of them said they didn't bother much about the first meal of the day—but just gave the children a little piece of toast and jelly."

The mothers agreed to co-operate with her in an experiment and the result was a class-room breakfast each morning, with fruit juice, hot cereal and milk on the menu. Food now is contributed on a co-operative plan. Each morning, different mothers provide different foods.

2,000,000 Aided By Visual Education

BOSTON.—Almost two million students in sixteen colleges and 120 school systems throughout New England and New York were served during the last year by Boston University's department of visual education, it was announced by Jesse B. Davis, dean of the School of Education, and Professor Abraham Krasker, director of the department. Educational films comprised four-fifths of the total techniques used and lantern slides were in second place.

Returns After Long Recess

PITTSBURGH, PENN.—Jack Urban, 22, "just got homesick" and returned to his parents four years after disappearing on high school graduation night because he "flunked" and didn't receive a diploma. Mr. and Mrs. William Urban didn't know their son had failed until they couldn't find him at commencement exercises in 1936. Since then Jack has traveled through the West doing odd jobs.

Saskatchewan Teachers Win

REGINA, SASKATCHEWAN.—A victory for Saskatchewan teachers was recorded here recently when a minimum wage of $700 was granted by the Provincial Government.

The move was accompanied by legislation authorizing formation of larger school districts throughout the Province, which, it is believed, will promote greater efficiency and reduce administration costs.

Under the minimum wage law which becomes effective July 1, 1940, school teachers, who in the past years of economic difficulty saw wages go down to as low as $400 a year, are assured of at least $700. The law gives the Minister of Education the right to vary the minimum requirement for school districts which are unable to pay the minimum wage.

To Give Courses Over the Air

WASHINGTON. — Kentucky mountain boys and girls—and their parents, too—are going to get "book larnin' " from radios.

The Federal Communications Commission reveals that it has granted the University of Kentucky a construction permit for a new non-commercial educational station to operate from Beattyville, with unlimited time. Programs will be of a "civic, educational, agricultural and entertaining nature," the Commission says, and will be broadcast two hours daily—from noon to 2 o'clock—Mondays through Fridays, and as often as emergencies and special events warrant. The first hour will be for adults and the second hour will be for county schools.

The Commission says the university is planning to install radios in about 50 to 60 mountain schools in Lee County at its own expense.

Educator Urges More Male Teachers

WASHINGTON.—Dr. Helen R. Messenger of Dekalb, Ill., professor of education at the Northern Illinois State Teachers' College, said recently there should be more men—including fathers—teaching in nursery schools, kindergartens and elementary schools.

"If there were an equal number of men and women teaching in the school system, from nursery school through college, then boys and girls wouldn't grow up to think so differently as men and women," she said.

Atlanta Attacks School "Slums"

ATLANTA, GA.—A three-year public program is being developed here with the primary objective of improving Atlanta's schools, which in many instances, according to the Atlanta Board of ducation, are a "slum problem."

The Board's concern is over school rating, since schools partly housed in temporary buildings fall into a lower class than those in modernized units.

Problems of heating and fire hazard have arisen.

Programs of construction, it is said, have not included to any considerable degree the construction of new, strategically located units in sections where there are the most families, but have been confined, principally, to alteration and enlargement of existing buildings.

Treasurer of State College Retires

AMHERST, MASS.—Fred C. Kenney, treasurer of Massachusetts State College for 32 years and a member of the college administrative staff since 1895, retired recently on reaching the state requirement age of 70.

Commenting on his long years of service, Pres. Hugh P. Baker of the college called him "one of the finest examples of honest, efficient and unselfish public servants." He has been succeeded by Robert D. Hawley, secretary of the college since 1926.

Book Reviews

Administering the Secondary School

This book has a title which is not only felicitous but exceptionally exact. The field of the book is distinctively the secondary school, and it has to do specifically with the job of administering it. In the preparation of this volume the four authors took upon themselves a formidable task. We have here a comprehensive treatment of a subject with many ramifications. The result is a large, attractive book singularly free from "sins of omission." It contains sixteen chapters with questions, problems, investigations, and all of the other accoutrements of a good textbook.

The authors report that they have made a special effort to produce a text serviceable in the administration of secondary schools irrespective of size. They have also tried to emphasize practice without neglecting essential theory. This reviewer is strongly impressed that in both of these endeavors they have succeeded. In the authorship of this text four great American universities are represented, and it is also worthy of note that all four of the authors have had experience in the directing of secondary schools.

ADMINISTERING THE SECONDARY SCHOOL. By Leonard V. Koos; James M. Hughes; Percival W. Hutson; William C. Reavis.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: The American Book Company.

From Sun to Earth

A sixth and all but final book of the "New Pathways in Science" series, deals with the sun's gift to Earth—namely energy—in all its principal forms.

Written in language a ten-year-old can easily follow, profusely illustrated with purposeful photographs and explanatory drawings, this volume answers many questions about the physical world and, in particular, demonstrates the transmission of the sun's energy, through heat and light, through electricity and magnetism, or through plant and animal life, to the strengthening and use of mankind.

The thoughtful youngster wants to know why mountain tops, being nearer the sun, are so much colder than the plains and valleys. Again, perchance, he wonders why his parents insist upon his eating a wide variety of foods. These and hundreds of other queries are anticipated and answered at least briefly and in a way to stimulate further inquiry and a demand for scientific replies in place of guesswork.

Suggestions of "Things to Ask" and "Things to Do" appear reasonable and in line with the children's age level.

Fascinating indeed are the "new pathways" opened by this volume, whose inspiring theme is an appreciation of all that the great, glowing sun does for us Earthians some ninety-three million miles off to spaceward.

FROM SUN TO EARTH. (New Pathway in Science Series). Gerald S. Craig, Margaret G. Condry and Katherine E. Hill.—Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Problems in American Democracy

For almost a hundred years lovers of compelling phrases have delighted in quoting Tennyson's ringing words about "the heir of all the ages, in the foremost files of time." We are inclined, though, to forget that our heritage is a mixture of good and evil. Along with the culture of preceding generations, we have inherited their fears, hates, and prejudices. This the authors of *Problems in American Democracy* recognize with the utmost frankness. They tell us that "it is only truth which can set men free, free from fear, hate, and prejudice." The fundamental purpose of this basic text for senior-high-school students is to develop an awareness of social problems. With this aim in mind the authors have produced what is essentially a survey of contemporary American civilization.

There are other books with practically the same scope. And of works designed to orient the student about our basic social problems at least a score could be mentioned. But in spite of this the authors of this volume have given it a marked distinctiveness. It is not a history or a sociology. It can best be described as a study of the American scene, its background and its problems. For example, Part One deals with "Basic Social Factors in Modern Civilization" and has to do with our natural resources, our social institutions, the relation between population and progress, and divers similar matters. Part Three takes up social security, human conservation, slum-elimination, vital education and improvement of health. Those of us brought up on the textbooks of a generation ago are almost tempted to envy the youth who have access to such beautiful, stimulating and generally enlightening aids to educational progress.

PROBLEMS IN AMERICAN DEMOCRACY. (Revised) By S. Howard Patterson; A. W. Selwyn Little; Henry Reed Burch.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Everyday Problems in Mathematics

For those high school students who escape the more formal mathematics of algebra and geometry, there must be a course in meeting the numerical experiences, largely monetary, of daily living. Hence the demand for a text such as "Everyday Problems in Mathematics," by Nelson, Jacobs and Burroughs.

The problems of this attractive text are vibrant with action. They have been gathered from many different sources, and are grouped in subject units ranging from personal and family budgeting to life insurance, taxes, travel, automobiles and measurements.

Each unit centers about some interesting situation. Many matters of daily occurrence in the adults' world are thus translated into the realm of youthful vision and comprehension.

Students of this text will have something of an edge over their mates who are so busy fitting themselves for college that they have little time to anticipate or practice upon the stuff of ordinary living.

EVERYDAY PROBLEMS IN MATHEMATICS. By Gilbert D. Nelson; Joseph M. Jacobs; Fred N. Burrough.—Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Living Words

This handbook for students of composition in junior or senior high school, starts with the realization that expression must be preceded by something to express. Hence the first task of the teacher of oral or written composition is to stimulate observation, thought, imagination and other mental and sensory activities. These should produce a certain pressure that will make expression a pleasure to the student.

Proceeding on this theory the author of "Living Words" has produced quite an exciting little volume, full of contagious enthusiasm for the artistry of words—packed also with drill work in vocabulary. Here seems to be unusually good motivation, abundant suggestion of things to think and write about and safe piloting through reef-strewn linguistic waters.

The treatment is informal rather than formal or formidable.

LIVING WORDS, By Frieda Radki.—New York; The Odyssey Press.

Latin Third Year

Walking through an old cemetery in broad daylight and stopping to read inscriptions on weather-worn gravestones, one meets many ghosts. Here are family names that still live in one's community. Here, too, are quaint epitaphs that apply with startling fitness to humans now living.

So it is, or may be, in the study of Latin. Dead as it has often been pronounced by self-appointed coroners, we can still enjoy it for its ghostly quality. The tongues of Romans long ago deceased continue to speak to us through tens of thousands of Englis hwords. Moreover, the thoughts and emotions, almost the very circumstances of those ancients, recur with mocking realism today.

It is this surviving spirit of the supposedly dead, embalmed and buried Latin language that animates the pages of "Latin, Third Year," as Louis Lord and Loura Woodruff have set it forth. Lively introductions and clear, crisp notes call attention to likenesses that might not otherwise be recognized by the high school student. Inevitably the traditional all-Ciceronian program has been displaced by a richer and more varied offering in which Livy, Pliny, Sallust and others participate.

This modern text in an ancient subject seems to embody a maximum of desirable features. It does not make the study a cinch, of course, for in that case it would not be Latin. But it does present it in attractive dress in an intriguing and a challenging fashion. And it is both compact and comprehensive. It contains the wherewithal for prepared and sight reading, for composition, for a mastery of syntax, and—above all—for perceiving the apparitions that bring the Romans of two thousand years ago so vividly to earth again.

LATIN THIRD YEAR. By Louis E. Lord and Loura Bayne Woodruff. New York, Boston, Chicago, San Francisco: Silver Burdett Company.

Sports Education

That the term "physical education" is a misnomer is a contention of Dr. Staley, who has therefore chosen to call his book on this general subject "Sports Education."

The author is right in his declaration that we no longer divide education into mental, spiritual and physical education are not only physical but mental, moral and social as well.

The volume is a thoughtful, clear and readable handling of the entire subject of sports in the curriculum and in life beyond the school and college periods. There are evidences that theory and practice have been kept in proper balance in working out the successive chapters. Study of such a text should greatly assist the understanding of those who are to direct or administer the athletic activities of our schools. Often the physical director has been concerned mainly with putting the students through their paces, developing their speed or range or skill for some contest. The time seems to have arrived for a more intelligent approach to this task, and here is a book to make this keener insight possible.

Dr. Staley's chapters on Sports Appreciation and on Future Changes are specially noteworthy. He believes greater attention will be paid from now on to the development of an ability to enjoy and appraise outdoor games and athletic contests of all sorts. He foresees leisure as successor to health as the chief determining influence in the choice of sports. He points to a multitude of signs that people are taking to recreational opportunities, not only as spectators of games, but as campers, skiers, hunters, bowlers and a hundred other kinds of sports enthusiasts and participants.

To obtain a true picture of the sports phenomenon of our time, its implications and its educational values, one should read this penetrating and revealing volume.

SPORTS EDUCATION. By Seward C. Staley. University of Illinois. New York: A. S. Barnes Company.

Community Activities

How is good citizenship developed? How can the schools inculcate a sense of moral responsibility? What are the most effective means of training in the art of co-operation? Questions like these cannot be carelessly thrust aside, although we now understand better than our fathers did that more is needed for education than a few saccharine anecdotes with highly obvious morals tacked on at the end. *Community Activities*, which is the first book of The Young American Civic Readers, is a good example of the modern method of approach in ethical teaching. The narrative appeal is the chief means of instruction, but this is supplemented by attractive pictures, suggestive questions and stimulating exercises.

One of the general topics consists of the statement, "The Useful Citizen is Kind to Animals." Following this are the words, "How? When? Where? Why?" Next comes a group of very brief "True Kindness Stories," written by school girls and boys. These are given primarily for the purpose of challenging duplication. Of the reading text proper in this section possibly the most interesting story is that which has to do with the *Seeing Eye*, the famous school for training Shepherd dogs as guides of the blind. A page and a half is devoted to a series of questions entitled, "What do you know about Dogs?"

The most noteworthy aspect of this book, and the series of which it is a part, is the skill with which the material is adapted to the thought patterns of children. Some of the subjects discussed are by no means easy of comprehension, but all of them are treated in such a way that they fit into the experience of boys and girls. The numerous illustrations play an important part in the successful psychologizing of the subject matter.

COMMUNITY ACTIVITIES. By Samuel Berman, Jane Eayre Fryer and J. Lynn Barnard. Philadelphia, Chicago, Toronto, Atlanta, San Francago, Dallas: The John C. Winston Company.